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UNIVERSITY OF ALBERTA

Concept Mapping and the Role of the Elementary School Counsellor

by

Linda A. Chorney

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

AND RESEARCH IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

IN

COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Concept Mapping and the Role of the Elementary School Counsellor submitted by Linda A. Chorney in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION in COUNSELLING PSYCHOLOGY.

Dr. Peter Calder
Supervisor

Dr. William Hague

Dr. Beth Young

Date: January 30, 1994

To my source
of strength in the difficult times during
the past two years, and the one who has sent nurturing
and supportive people into my life when
they were needed most,
the Lord.

Abstract

The purpose of this study was to determine the different types of activities that Alberta elementary school counsellors are involved in in their role as school counsellor, the frequency of their involvement in the identified activities and the priority they would place on each of these activities for a graduate school counselling training program.

A sample of Alberta school counsellors were asked to list the activities they participate in as school counsellor. The items generated from this initial survey were used to create a second survey instrument. A second sample of Alberta school counsellors rated the items generated by the first group with regard to frequency of involvement and priority for inclusion in a graduate school counselling training program.

Results of the study indicate that elementary school counsellors are involved in a wide range of roles. Concept mapping was used to identify common themes in the generated task list items. The ten themes identified (rank ordered as to the number of high priority tasks contained in each theme) are as follows: Individual Counselling/Assisting in Skill Development, Individual Counselling/Crisis, Group Counselling, Group Training, School Committees/Work Within Organization, Classroom Related Activities, Contact With Outside Agencies,

Contact With Outside Programs, In-School Education Programs and Testing. (High priority items were defined as those activities rated as *should be taught* or *must be taught* by over 70% of the participants.) The theme Individual Counselling/Assisting in Skill Development contained 36% of the high priority items; Testing was the only theme which contained no high priority items.

In this study, in addition to their role as counsellor, elementary school counsellors report being involved in and desiring training in the duties associated with their role as consultant, and as instructor and coordinator of various programs.

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Chapter 1
INTRODUCTION

Our society is currently witnessing many social and technological changes. Concurrently, families are undergoing change, both in structure and in the economic means by which they sustain themselves. As a result, increased demands are being placed on the institutions that provide human services. In school systems, the impact of societal change is being acutely felt. In a recent report of trends in their changing roles, Alberta elementary school counsellors reported dealing with more aggressive behavior, doing more crisis intervention and helping students cope with family breakdown on a more frequent basis (Guidance Council of the Alberta Teacher's Association, October 1993). These reportings are consistent with the findings of a study of elementary school counsellors in Winnipeg in which survey participants reported a greater frequency in dealing with family problems, peer relation difficulties and behavior problems (Madak & Gieni, 1991).

In reviewing the literature, one finds that elementary school counsellors report they are involved in a wide variety of tasks. These activities range from counselling, consulting, coordinating and professional development to testing and administrative duties (Altmann & Herman, 1982; Carroll, 1993;

Gora & Hague, 1990; Miller, 1988; Partin, 1993; Sisson & Bullis, 1992; Wehmeyer, 1983; Wilgus & Shelley, 1988). It would appear that increased demands are being placed on school counsellors today to be knowledgeable and competent in an increasingly complex variety of roles.

The changing role of school counsellors has implications for school counsellor training programs. At this time there is a heightened awareness of the need for accountability at all levels of education, and consequently it is becoming even more important for training program educators to meet the changing needs of students. Recently, Janzen, Paterson & Paterson predicted "increased pressure on universities for changes in professional programs to reflect societal and professional demands" (1993, p. 177). The call for counsellor education instruction to match the duties that school counsellors actually perform has been made by researchers for some time. In 1984, Bonebrake & Borgers stated that counsellor educators need to "examine the congruence between their programs and what counselors do" (p. 198). Gora & Hague (1990) report that "counsellor educators must respond with active awareness to the needs of students, and in turn, the counsellors who try to help" (p. 6). The need for school counsellor instruction to be consistent with the roles school counsellors perform is echoed by other researchers as well (Carreiro & Schulz, 1988; Madak &

Gieni, 1991; Mendaglio & Altmann, 1988; Morse & Russell, 1988).

Another theme that runs through the school counsellor literature concerns the issue of consulting practitioners when designing training programs. Sweeney, Navin & Myers make a strong statement in this regard. "Because of their direct involvement with students, school counselors can provide the profession with information on the most prominent and pressing societal issues. Clearly, they are not hampered by the 'Ivory Tower' environment" (1984, p. 374). Other researchers are also of the opinion that consulting people in the field when designing training programs is a necessary part of the curriculum planning process (Campbell & Robinson, 1990; Carroll, 1993; Sisson & Bullis, 1992).

There has been extensive research done to determine school counsellor roles, and in some cases this input has been sought in order to facilitate curriculum planning. However, it appears that when researchers study school counsellor roles, they infrequently ask participants to supply information in an open-ended manner. Rather, participants are usually asked to rate a pre-selected group of items supplied by the researcher. For example, in a survey of Oregon school counsellors, participants were asked to prioritize a list of counsellor tasks. The survey instrument was drafted by reviewing general

graduate courses in the counsellor education programs in Oregon state and the assessment forms used in local school districts of the state (Sisson & Bullis, 1992). Participants in a study of Connecticut elementary school counsellors were asked to rate items on a survey form. These items were derived by reviewing the guidance curriculum, reviewing the American School Counselor Association Self Audit Guidelines, surveying past research done on school counsellor roles and consulting with designers of similar instruments (Carroll, 1993). To the best of the writer's knowledge, a study in which school counsellors are asked to supply self-generated, comprehensive information concerning the activities they are involved in has not been done in Canada.

This study therefore asked a sample of Alberta elementary school counsellors to describe what they do in their role as school counsellor. This information was used to create a second survey instrument. The statements generated by the first group of counsellors were compiled into a task list; this task list was rated by a second sample of elementary school counsellors with regards to frequency of performance and instructional priority for a graduate school counselling training program. Concept mapping, as outlined by Trochim (1989b), was used to organize the data collected in this study. This relatively new technique enables the researcher to arrive at "a

pictorial representation of the group's thinking which displays all of the ideas of the group relative to the topic at hand [and] shows how these ideas are related to each other" (p. 2). The method was seen as being advantageous to use with this particular survey data as it offered the opportunity to organize the data collected into possible instructional units. It is hoped that the data will be a useful source of information for the planners of the University of Alberta's new School Counselling program. Educators are currently in the process of designing curriculum for the new program and the results of this study may facilitate the planning of curriculum that is responsive to the needs of the area school counsellors who will be enrolling in the program.

This particular analysis and discussion is limited in scope to elementary school counselling. There is a concurrent analysis being done on those portions of the survey data which pertain to junior and senior high school counselling.

In Chapter II, the literature on elementary school counsellor roles is reviewed and the use of concept mapping as a tool to facilitate conceptualization in planning is discussed. In Chapters III and IV, the method and results of the study are described and discussed. A summary, conclusions drawn from the study and implications for further research follow in Chapter V.

Chapter II
LITERATURE REVIEW

This chapter begins with a review of the elementary school counsellor literature. The focus that researchers have taken when examining the issues surrounding this topic is varied, and these differences will be reflected in the review. The chapter ends with a review of concept mapping, and a summary which provides a rationale for this research.

The Role of Elementary School Counsellor

There has been a wealth of information published on the topic of school counsellors and the role they play in the schools. In a 1989 study, Gibson found that the major functions of elementary school counsellors were individual counselling, group guidance and counselling, working with parents, consultation with teachers and administrators, classroom guidance instruction, assessment activity and coordination with community agencies. In this study, prevention was viewed as being of major emphasis in 85% of the programs. A developmental emphasis was noted in 78% of the programs and a remedial emphasis was reported to be a part of 64% of the programs. A similar accent on prevention and development was noted by Altmann & Herman (1982). They found that counsellors spend time doing preventative and developmental

work in addition to the crisis intervention and remediation work traditionally done in the schools. Gora & Hague (1990) found that value is placed on preventative and developmental work by school counsellors; the participants in this study reported frustration in having inadequate time to do more developmental or preventative classroom guidance work.

In 1988, Miller sought to identify the functions that counsellors perform in those schools defined as excellent. Elementary school counsellors rank ordered the following tasks as being the ones they are most frequently involved in: counselling and consulting, coordinating, professional development, career assistance, organization, educational planning, assessment, and discipline. The findings by Partin (1993) in a recent study of Ohio school counsellors are similar with regard to the activities elementary school counsellors report. These participants indicated that 27% of their time is spent in individual counselling (of which 78% involves personal and social issues). They also reported that 24% of their time involves guidance activities, 12% of their time is spent consulting, and group counselling involves 11% of their time. The counsellors in this survey reported that they would like to increase the amount of time they spend doing group counselling. Other researchers have found that counselling (individual and group), and consultation with teachers and

parents are activities that are engaged in with high frequency (Schmidt & Osborne, 1982; Wehmeyer, 1983). The findings of Wilgus & Shelley (1988) support these results. In addition, the counsellors in their study reported participating in administrative duties with high frequency.

Some researchers have asked elementary school counsellors to identify those tasks they would ideally like to be involved in, in addition to those activities they are doing. Furlong, Atkinson & Janoff (1979) found the following tasks were rated highly for both actual and ideal role descriptions: counselling, consultation, pupil appraisal, parent help and referral. Participants in this study also rated highly, as an ideal role activity, their function as agents of change. In a study with a similar focus, Carreiro & Schulz (1988) surveyed elementary school counsellors from across Canada and asked them to rank items as to "time spent" and "value." The following items were ranked highly with regard to both issues: consulting with teachers, meeting individual students, meeting with school principals and meeting with parents. The role of coordinator was also perceived as valuable by the participants.

In 1990, Gora & Hague surveyed school counsellors in an urban school district in Alberta. Their research looked at school counsellors' perceptions of their effectiveness. Participants identified teamwork as being of utmost

importance in enabling them to deal with difficult cases. The use of resource agencies, group counselling sessions and the use of assessments were also identified as being important in enabling them to be effective school counsellors.

Kameen, Robinson & Rotter (1985) focused on the coordination activities that elementary and middle school counsellors are involved in. The counsellors in this study rated the following coordination activities highly with regards to frequency and priority: classroom guidance, providing procedures for using counselling services, and coordinating student orientation. They also indicated that they felt they should be more involved in conducting needs assessments, developing procedures for a comprehensive guidance program, coordinating public relations, coordinating a guidance committee, coordinating teacher in-service training and conducting parent groups.

Some researchers have looked at the perceptions various interest groups have concerning the role of school counsellor. Elementary school teachers in the state of Louisiana indicated that they see elementary school counsellors fulfilling a helper-consultant role (Ginter, Scalise & Presse, 1990). These teachers identified the following tasks as important role functions for school counsellors: group and individual counselling, doing assessments, making referrals, conducting classroom guidance

activities and providing professional or technical advice or expertise. In a similar study by Madak & Gieni (1991), teachers were asked to list the services they felt were most important for school counsellors to provide. The seven most frequently rated services were: individual counselling, consulting with teachers, consulting with parents, consulting with clinicians, sexual abuse prevention, liaison with outside organizations and group counselling. Similar findings were reported by Wilgus & Shelley (1988). The six tasks that teachers in this survey felt were most important for school counsellors to perform were: individual counselling, group counselling, parent contact, staff consultation, classroom programs and parent education.

In 1988, Remley & Albright conducted structured interviews with principals and teachers in order to determine the expectations they held for school counsellors. The views from the principals were mixed, with some tending to see the role of school counsellor as that of administrative assistant, whereas others reported they would like to see counsellors perform more counselling duties and less administrative duties. Under the role of administrative assistant, school principals included the following duties: substitute teaching, student supervision and the clerical duties associated with attendance, scheduling and testing. The teachers in this study felt that

counsellors spent too much time doing administrative type work. These findings on principals' perceptions are a departure from the results of a study done by Bonebrake & Borgers (1984). Both counsellors and principals agreed in this study that there should be emphasis placed on individual counselling, group counselling, classroom guidance, and consultation with teachers and parents. Coordination of student assessment and interpretation of test results were also rated highly. Principals rated conducting local research more highly than counsellors did, although it was one of the six lowest rated tasks.

The issue of research and the role of school counsellor is one that is mentioned in the literature. Deck, Cecil & Cobia (1990) make the statement "Research is essential for defensible school counseling programs; it is essential for professional stature" (p. 18). Lee & Workman (1992) note that in these times of increased accountability, "it seems that new urgency is associated with the ability of school counselors to initiate research efforts." (p. 15). Umansky & Holloway (1984) also make a strong statement in this regard. "As funds for education become less available, school systems are beginning to look for ways of cutting the 'frills.' Programs that cannot prove their worth are in jeopardy" (p. 330). It's interesting to note that despite these calls by researchers for increased

involvement by school counsellors in the research field, this area of activity is consistently rated low by school counsellors (Carreiro & Schulz, 1988; Dick, 1993). In a study by Furlong, Atkinson & Janoff (1979), elementary school counsellors indicated they "should ideally spend more time acting as a disciplinarian than acting as a researcher conducting local research regarding the guidance needs of students or the effectiveness of guidance programs" (p. 7). It seems that doing research is one activity in which there is a wide discrepancy between "what is" and what some people believe "should be."

Given that various groups (all with a stake in the outcome), hold differing opinions on the functions that should be included in the role of school counsellor, it's not surprising that the role of school counsellor is difficult to define. It's interesting that this is not a new phenomena; the following statement was made by Shertzer & Stone 30 years ago. "It is contended that much of the current difficulty and confusion surrounding the school counselor's role stems from the contradictory and conflicting expectations of his various publics" (Shertzer & Stone, cited in Remley Jr. & Albright, 1988 p. 290). Furlong, Atkinson & Janoff (1979) note that school counsellors engage in certain roles despite the fact that they feel these activities are consuming large amounts of their time

and are not making use of the specialized skills they have as counsellors. They conclude that "this finding may be an indication that elementary school counselors continue to be required to fulfill roles dictated by determinant groups outside the counseling profession" (p. 9). Schmidt (1984), in talking about the need for school counsellors to define their role, says "Sometimes counseling programs are instituted and counselor positions created without a clear definition of what the purpose and role of the professional counselor will be. When this happens, school principals often assign duties with a narrow focus" (p. 387). Some researchers report on the necessity of defining the school counsellor role (Kameen, Robinson, & Rotter, 1985; Wilgus & Shelley, 1988), and others go one step farther, placing the responsibility for role definition on the shoulders of school counsellors themselves (Morse & Russell, 1988; Partin, 1993). Partin elaborates on the need for school counsellors to protect guidance time from unnecessary intrusions by saying "In an era of limited economic resources and increased demands for public accountability, it is essential that priorities for the use of counselor time be carefully established" (p. 280).

School Counsellor Training Programs

Given the wide range of opinions on the role of school counsellor and the diversity of functions that are ascribed to the role by various segments of society, it's not surprising that

a review of the literature also reveals a diversity of opinions as to what should be included in training programs for counsellors. In 1990, Gora found that a number of school counsellors felt they needed more skills for working with troubled children. Prout, Alexander, Fletcher, Memis & Miller (1993) found that counselling in schools tended to be short-term, and crisis intervention was a frequent service. They concluded that training programs need to include in their curricula a focus on these areas. Morse & Russell (1988) concluded that group counselling needs to be a more important component of training programs. These researchers also note that an effective training program needs to include practical experience in school counselling settings in addition to the learning of theory.

In a 9-year follow-up study of elementary school counsellors in Texas, Biggers (1977) found that consulting skills had shown an increase, as had the use of group counselling and guidance techniques. He therefore noted the need for instruction in these areas in school counselling programs. His recommendations are echoed by more recent researchers. Herman, Robertson & West (1986) note that training programs need to place emphasis on preparing counsellors for their role in consulting with teachers and parents as well as working in collaboration with the school administration. The importance

of training counsellors for the role of consulting and coordinating is also stated by Deck (1992) and Dick (1993). Dick makes the following comment in this regard.

> Undoubtedly, school counselors who are proficient in the use of consulting and coordination find that they are not only able to meet the counseling needs of the population that they serve but have the time to provide developmental and preventative programs, and in doing so, reach more children within the school (p. 68).

Rotter (1990) reports that counsellor training for school counsellors needs to reflect the fact that counsellors assume an educator role, and Welch & McCarroll (1993) state that "the counselor of the future will be a teacher-counselor-administrator" (p. 51). They go on to note that

> The world of the future will not be like the world of the present [due to the rapid changes in social, economic, political and intellectual domains]. It will be different and it will demand different skills of individuals. It will also demand different responses from institutions (p. 49).

In order to meet the needs of school counsellors, and in turn the students they serve, researchers are increasingly calling for school counsellor training programs to provide training that is congruent with the demands of school counsellors' day to day

working environment. As Carreiro & Schulz (1988) state, "Counselor educators must provide a training program relevant to counselor activities" (p. 67). This opinion is shared by other school counselling researchers (Bonebrake & Borgers, 1984; Mendaglio & Altmann, 1988; Morse & Russell, 1988).

Some researchers go one step further when discussing the relationship of school counselling training and the duties school counsellors perform, calling for input from practitioners in the design of programs. As Sisson & Bullis (1992) state,

> We hope that practicing school counselors will be afforded the opportunity to and will begin to take a proactive role in the design of these curricula. It will be through such ongoing scrutiny of educational needs that the field of school counseling can become consistent with the needs of the students who are served (p. 116).

Comments by other researchers reflect the opinion that counsellors in the field are in a unique position with regards to offering relevant input for school counselling programs, and should be consulted in this regard (Campbell & Robinson, 1990; Carroll, 1993; Gora & Hague, 1990; Sweeney, Navin & Myers, 1984).

Concept Mapping

Concept mapping is a relatively new statistical method of analyzing data in which the ideas generated by participants are clustered into underlying themes and ultimately represented in the form of a picture or map. The process, as outlined by Trochim (1989b), involves a sequence of steps designed to give statistical order to descriptive data. Trochim espouses the belief that in following the sequence of steps, the researcher is given a tool for dealing with descriptive data in a more objective manner than has been possible in the past. Participants initially are selected and a focus for brainstorming is established. Statements are then generated and the relationship of the statements to each other is determined using multidimensional scaling techniques. Finally the relationships among the generated statements are represented in the form of a map and this map is interpreted and used in a manner that facilitates the conceptualization task facing the participants.

Concept mapping has been used by researchers investigating various areas in the field of psychology. It was used by Daughtry and Kunkel (1993) when they investigated the experience of depression in college students, and by Phillips (1993) in her exploration of the themes underlying the problems reported by adolescents, mothers and stepfathers

living in stepfamilies. Concept mapping was also used to investigate the dysfunctional beliefs of battered women (Deby, 1993) and to explore the issues that college students perceive as important (Trochim, 1989a).

Concept mapping has been used as a tool for planning purposes in a wide variety of settings. It was used to investigate the pertinent issues in delivery of services to senior citizens in York County (Trochim, 1989b), and it was used to design programs for a multicultural awareness camp (Trochim, 1989a). Planned Parenthood has also used the concept mapping system to facilitate the identification of issues needed for use in long term planning (Trochim, 1989a).

In addition to being used for general planning purposes, concept mapping has also been used for the more specific purposes of curriculum planning and development by a variety of organizations. A program was developed to train daycare providers in music and art activities for preschool children using the concept mapping process (Trochim, 1989a). In this particular example, input from the daycare providers was utilized in designing the structure for their training. Concept mapping was found by alumni Regional Directors to be a useful tool in devising new programs and approaches for improving services to graduates of a major university (Trochim, 1989a). Concept mapping was also used in designing a training program

for volunteers working with deinstitutionalized mental patients (Trochim, 1898a).

Concept mapping seems to be well suited for use in this study as a tool for organizing those activities that school counsellors identify being involved in and express the desire for training in. This research technique is also seen as being a useful one to facilitate the planning of possible instructional units based on input from people in the field.

Summary

There are a wide range of tasks associated with the role of school counsellor, as indicated by the research. With more frequency and with greater urgency, researchers are saying that the curriculum for training programs must be congruent with school counsellors' roles if such curriculum is to meet the needs of the counsellors and the student population they serve. Researchers also note the importance of consulting people in the field when planning curriculum for training programs. In order to design relevant curriculum, the role of school counsellor needs to be adequately defined.

The purpose of this study is to determine the activities that Alberta elementary school counsellors are involved in in their role as school counsellor. The information gathered will be taken into consideration by the planners of the University of Alberta's new School Counselling program as they design

curriculum for the program. It is deemed important to restrict the survey to counsellors in Alberta in order to ascertain the roles that may be particular to this specific geographical area.

In order to gain a comprehensive view of the activities that Alberta elementary school counsellors participate in, participants were asked the question "What do you do in your role as school counsellor?" The information gathered was used to create a second survey instrument. On this instrument, the generated task items were listed along with two rating scales, one for frequency of performance and one for priority for inclusion in a graduate school counselling training program. A second sample of Alberta elementary school counsellors were asked to rate these generated task list items as to frequency and priority. The survey data was analyzed using concept mapping as outlined by Trochim (1989b). This method was seen as a useful tool for this particular data as it facilitated the planning of possible instruction units based on field responsive data.

The next chapter provides a description of the method used in this study.

Chapter III
METHOD

The purpose of this study is to determine the different types of activities that Alberta elementary school counsellors are involved in and how frequently they are involved in them. The purpose is also to elicit the opinions of Alberta elementary school counsellors concerning what priority they would place on each of these activities for a graduate school counselling training program.

In order to collect information, two questionnaires were utilized. Alberta elementary school counsellors were asked the following questions:

What do you do in your role as school counsellor?

How often do you engage in each identified activity?

How important do you feel it is to include each identified activity in a graduate school counselling training program?

Instruments

Participants were asked on the initial questionnaire (Appendix A) to list all activities they are involved in as a school counsellor. In addition, participants were asked to supply information on counsellor training level, years of experience as a school counsellor, percentage of workload assigned to counselling and grade levels at which participants

work as a counsellor. Participation in the study was voluntary and participants were not asked to identify themselves.

The information collected from this first survey was used to design a second survey instrument (Appendix B). Participants in this subsequent survey were asked to rate their frequency of involvement in the tasks described by the first group, and to rate the importance of having these tasks taught as part of a counsellor education training program. Each rating was done on a 5 point Likert scale. Participants were also asked to add any activities that they participated in that were not included on the list. Once again participation was voluntary and participants were not asked to identify themselves.

Both questionnaires were approved by the Ethics Review Committee of the Department of Educational Psychology for use with the sample population.

Sample

The study involved school counsellors who are members of the Alberta Teacher's Association Guidance Council. Permission was received from the Alberta Teacher's Association to use their membership list. Those names on the list which identified students or affiliates were not included in the study. Also, those names which did not identify individuals but rather were the names of places (for example, school libraries) were not used. It was thought that the remaining

membership list consisted largely of school counsellors. This hypothesis seemed to be supported by the fact that over the course of the study, only 3 surveys were returned by members who indicated they were not involved in school counselling. Two of these members reported they had never been involved in counselling and one member reported no longer being involved in school counselling.

From the remaining membership list of ATA Guidance Council members, approximately one third of the members (n = 135) were randomly selected and the initial survey was sent to them. In this survey, participants were asked to list all activities they are involved in as a school counsellor (Appendix A). Forty-eight surveys were returned, representing a 35% return rate. Seventeen of these returned surveys were completed by school counsellors working at the elementary school level.

Of the 17 elementary school counsellors who returned their surveys, 15 reported their years of experience. Their experience ranged from 1 to 16 years, with a mean of 7.35 years and a standard deviation of 5.13. Eleven of the 15 reported having more than 5 years of experience as a school counsellor (Table III-1). The reported level of counsellor training of the 17 elementary school counsellors ranged from

Table III-1

Characteristics of Elementary School Counsellor Respondents (Initial Survey)

Subject Number	Highest Training Level	Years Employed as School Counsellor	Percentage of Workload Assigned to Counselling
1	inservice training	not stated	unofficial
2	inservice training	1 yr.	43%
3	counselling courses	not stated	unofficial
4	inservice training/counselling courses	1 yr.	50%
5	Diploma in counselling	3 yrs.	80%
6	B. Ed. (Sociology/Psychology)	4 yrs.	50%
7	B. Ed. (Educational Psychology)	9 yrs.	75%
8	B. Ed. (Educational Psychology)	6 yrs.	10%
9	1 yr. graduate studies	6 yrs.	100%
10	1 yr. graduate studies	12 yrs.	50%
11	Master's degree	9 yrs.	minimal time
12	Master's degree	9.5 yrs.	80%
13	Master's degree	6 yrs.	50-100%
14	Master's degree	13 yrs.	60%
15	Master's degree	14 yrs.	100%
16	Master's degree	14 yrs.	100%
17	Master's degree	16 yrs.	100%

inservice training to Master's degrees. Seven participants reported completing a Master's degree. The percentage of their workload reported being allocated to counselling duties ranged from "unfunded and unofficial" to 100%, with 12 of the 17 reporting to be involved in counselling duties between 50 and 100% of the time. The proportion of school counsellors reportedly involved in counselling duties between 50 and 100% of the time was higher than expected. As a result of this statistic, the author hypothesizes that a greater percentage of school counsellors who are members of the ATA Guidance Council (and returned the questionnaire) are involved in counselling duties more frequently than Alberta school counsellors as a whole.

Table III-1 contains a summary of the training level, years of experience and percentage of workload allocated to counselling duties as reported by those school counsellors working at the elementary school level who responded to the initial survey.

Subsequently the remaining two thirds of the ATA Guidance Council members (n = 250) were mailed a survey (Appendix B) that was designed using the information collected from the first instrument. In this survey, participants were asked to rate task items as to frequency of involvement and priority for inclusion in a graduate training program. Sixty-

eight of these surveys were returned, representing a 27% return rate. Thirty-two of the returned surveys were completed by counsellors working at the elementary school level.

Procedure

Initially one third of Alberta school counsellors who are members of the Alberta Teacher's Association Guidance Council were mailed the counsellor questionnaire shown in Appendix A. The information collected from this first survey was used to design the second survey instrument. Approximately one month after the initial surveys were sent, the second survey was sent to the remaining two thirds of Alberta school counsellors who are ATA Guidance Council members.

As noted, the second instrument was created using the information collected from the first survey. The following is a description of how the initial information was used to create the second survey form.

As the initial completed questionnaires were received from participants, the activities identified by participants were copied as they appeared on the questionnaire to create a list of counsellor duties. A separate list was created for each of the counselling levels - elementary, junior and senior high. (The junior and senior high results are to be reported in another

study.) The elementary school counselling tasks as identified by participants in the study are listed in Appendix C.

Forty-eight initial surveys were returned, 17 of which listed tasks performed by counsellors at the elementary school level. Eight of these 17 counsellors identified themselves as working at the elementary and junior high level, and 2 counsellors identified themselves as working at the elementary, junior high and senior high level. The activities identified by these participants were included in the elementary task list with the exception of those tasks that suggested activities specific to junior or senior high counselling (for example, preparing students for high school or assisting students to choose university courses).

The point at which new elementary counsellor duties failed to appear on incoming questionnaires was on the twelfth questionnaire. Few new duties were reported after the eighth questionnaire. As a result, the domain of elementary school counsellor roles was thought to be adequately represented.

The next step in creating an instrument for the second part of the survey was to restructure the list of elementary school counsellor tasks so that each numbered line contained only one task. Duplicate tasks were removed from the list. Also some portions of the task list were reworded so as to have general applicability rather than specific applicability (for

example, Glenrose Hospital was changed to hospital). This restructured task list is contained in Appendix D.

Finally the list of elementary counsellor tasks (as shown in Appendix D) was further refined. The desire was to create an instrument for the survey whose length would encourage participation. Some similar ideas were combined. Also 8 tasks were eliminated as they were suspected of being activities associated with the general role of school professional rather than being specific to the role of school counsellor (for example, attend extra-curricular activities). The decision to eliminate these types of activities from the elementary counsellor task list seemed to be affirmed by the fact that none of the 32 respondents to the second part of the survey suggested that these activities be added to the task list. The decision also seemed to be affirmed by the following comment written on a returned high school counsellor survey form "I had trouble filling out the priority part of the questionnaire because there are some things I just think do not have to be taught - (e.g.) attend monthly counsellor meetings, do [playground] supervision, etc.".

The final list of elementary school counsellor activities appears in Appendix E. This is the list that was used in the elementary school counselling portion of the second questionnaire sent out to school counsellors (Appendix B).

The items on this final list were also used for the sorting activity that preceded the analysis of the data using the technique of concept mapping. In order to facilitate the sorting activity, each numbered task from the final elementary school counsellor task list was printed on a card. Independent sorters were asked to place the 80 cards into piles that seemed to go together, that had a common theme. It was stressed that there was no correct or incorrect way to do the sorting. Sorters were told that conceivably they could have as many themes as they had items. At the end of the sorting task, they were instructed to enter the numbers of the different group themes on a groupings sheet (Appendix F).

There were 25 independent sorters, all of whom were Master's students in an Educational Psychology program. Twenty-two of the 25 Master's students were concurrently employed as school counsellors.

Data Analysis

The activities that Alberta elementary school counsellors identified being involved in were compiled into a task list. Descriptive statistics (means, standard deviations and frequency distributions), and concept mapping as outlined by Trochim (1989b) were used to analyze the data.

Means and standard deviations were calculated for the frequency ratings in order to determine the frequency with

which Alberta elementary school counsellors performed the activities listed on the task list. Means and standard deviations were calculated for the priority ratings in order to determine the priority Alberta elementary school counsellors placed on the inclusion of the task list activities in a graduate training program. The means for both the frequency and priority ratings were rank ordered to display relative patterns. Frequency distributions were calculated for both the frequency and priority rating scales to facilitate in the analysis.

In order to identify common themes in the generated counsellor task list items, concept mapping as outlined by Trochim (1989b) was used. Trochim's method of analyzing data using concept mapping involves a sequence of steps. By following the sequence of steps, the researcher is ultimately able to represent ideas in the form of a picture or map.

The process initially involves selecting participants and developing a focus for brainstorming. Participants are asked to generate statements "which ideally should represent the entire conceptual domain for the topic of interest" (Trochim, 1989b, p. 4). In this study, participants were asked to list the activities they are involved in as a school counsellor.

The next step in the concept mapping process as outlined by Trochim (1989b) is to find out how the generated statements are related to one another. The generated task

items are printed on individual cards and independent sorters are asked to place the cards into piles that seem to go together. In this study, sorters were asked to sort the counsellor task items generated by school counsellors in the initial questionnaire into group themes. The sorters entered the numbers of the different group themes on groupings sheets.

In order to further facilitate the identification of conceptually similar groups of task list activities, the sort data derived from the groupings sheets was entered into a computer program designed by Trochim called The Concept System. This computer program uses multidimensional scaling to analyze the sort data to produce a point map showing each of the questionnaire task list items as a dot on the map. The brainstormed statements are mapped into a two-dimensional plot. The location of the dot representing each statement is determined entirely by the sort data. For example, if many participants sort two statements together in the same group, those statements will likely be near each other on the map.

This multidimensional scaling map can be further divided into clusters by the computer program The Concept System. In this process, each specified cluster solution is superimposed on the point map to produce a concept (cluster) map. In the system of concept mapping as outlined by Trochim (1989b), these maps and the accompanying cluster solutions which list

the items grouped together on the concept maps are then to be interpreted and utilized in a manner that facilitates the conceptualization task facing the participants.

In this study, the goal was to end up with a concept map and an accompanying cluster solution that would be useful in grouping counsellor task items into possible instructional units for a graduate school counsellor training program. The following procedure was followed in analyzing each concept map and accompanying cluster solution selected for analysis. First, each grouping within the clusters was examined for conceptual consistency. Then the bridging index value of items within the groupings was examined. The bridging index (a number between 1 and 0) is a statistical measure of an item's relationship to other items in the group. The lower the bridging index value, the more likely it is that the statement was sorted primarily with the statements that are close to it on the map. The higher the bridging index value, the more likely it is that the statement was sorted with other statements in addition to those that are close to it on the map. One concept map and accompanying cluster solution were chosen as being optimal for grouping the data in this study. This particular grouping arrangement was chosen because it appeared to best cluster the data in conceptually clear groups while at the same time supplying a sufficient number of concept clusters to be

helpful in developing a curriculum for elementary school counsellors. Each group within the cluster solution was assigned a name. The assigned names were chosen to reflect the nature of the items composing each grouping.

The results obtained from the analysis of the data, and a discussion of those results are presented in the next chapter.

Chapter IV
RESULTS

This purpose of this study was to find out the different types of activities that Alberta elementary school counsellors are involved in in their role as school counsellor, the frequency of their involvement in the identified activities and the priority they would place on each of these activities for a graduate school counselling training program. In this chapter, results of the statistical analysis outlined in Method are related to the research questions. A discussion of the results follows at the end of the chapter.

1. **What do Alberta elementary school counsellors do in their role as school counsellor?**

A task list was compiled of the activities that Alberta elementary school counsellors identified being involved in (Table IV-2). Eighty activities were identified by 17 participants on the initial questionnaire (Appendix A) in which school counsellors were asked to list the activities they are involved in as a school counsellor. The point at which new elementary counsellor duties failed to appear on the incoming questionnaires was on the twelfth questionnaire. Few new duties were reported after the eighth questionnaire.

Table IV-2

Elementary School Counsellor Task List Generated by Participants in Initial Survey of Alberta School Counsellors

1. Individual counselling - personal problems
2. Individual counselling - peer relations
3. Individual counselling - divorce
4. Individual counselling - bereavement
5. Individual counselling - teacher conflicts
6. Small group counselling - peer relations
7. Small group counselling - coping strategies re: divorce
8. Small group counselling - death
9. Classroom counselling - prosocial skills
10. Classroom counselling - health curriculum
11. Classroom counselling - personal safety programs
12. Parent sessions - parenting strategies
13. Assist teachers/parents with placement options for Junior High
14. Resource person for teachers re: self-esteem programs; prosocial skills programs
15. Behavior management techniques re: class
16. Behavior management techniques re: individual students
17. Peer support training sessions
18. Conflict management training sessions
19. Career education day
20. Staff/parent counselling re: personal problems
21. Affective education counselling
22. Case conference
23. Individual testing - Perception
24. Individual testing - Intelligence
25. Individual testing - Diagnostic
26. Meet with individual parents re: behavior problems
27. Refer students and families for individual counselling
28. Arrange for human sexuality programs
29. Organize student conflict management teams
30. Deal with out of control students
31. Liaison between hospital and school
32. Referral agent for special testing
33. Coordination of District-wide testing
34. Classroom observation (of students)
35. Family counselling
36. Testing of Special Needs students
37. Coordinate positive behaviour plan
38. Seventh Step program

Table IV-2 (continued)

39. Junior Achievement program
40. John Howard program
41. Coordinate meetings for parents (Arranging guest speakers)
42. Study Skills program
43. Study Buddy program.
44. Network with school board consultants
45. Network with social services
46. Attend Parent-Teacher-Student conferences
47. Group counselling re: chemical dependency in family
48. Group counselling re: self esteem
49. Programming for special needs students
50. Co-counselling in family intervention
51. Sit on District Child Abuse Prevention Society
52. Chair mental health funded programs
53. Sit on school discipline committee
54. Sit on board of local Boy's and Girl's Club
55. Classroom delivery of modules such as friendship/social skills/death/abuse prevention.
56. Sit on local interagency committee.
57. Member of local learning disabilities association
58. Help with Professional Development committees
59. Crisis counselling
60. Assisting children re: time management skills.
61. Helping students and parents with transition to Junior High
62. Staff development
63. Assist victims of sexual assault in preparing for court
64. Consultative role to administration
65. Critical response team
66. Attend monthly counsellor meetings
67. Work with public health
68. Work with police
69. Provide assistance to new counsellors
70. Assist students who are suicidal
71. Assist students to open up about abuse
72. Assist students to be assertive
73. Assist students develop communication skills
74. Planning and booking speakers on health and guidance topics
75. Career counselling
76. Psychoeducational assessments - personality
77. Coach students with academic problems
78. Play therapy
79. Anger management
80. Addiction counselling

Of the 32 elementary school counsellors who returned the second questionnaire (participants were asked on this questionnaire to rate the frequency with which they engaged in the 80 task list items and the priority they would give each for inclusion in a graduate training program - Appendix B), only one reported being involved in additional tasks not listed on the task list. Upon examination of the additional 6 task items identified by this one participant, all were found to be included on the survey with the exception of the tasks "arranging instruction for homebound students" and "home and hospital visits". The domain of the survey topic was therefore thought to be adequately represented.

2. **How often do Alberta elementary school counsellors engage in each identified activity?**

Participants rated 80 task list items as to the frequency of their participation in each activity. A five point Likert scale was used (1 = never, 2 = rarely done, 3 = occasionally, 4 = done quite often, and 5 = done frequently). The means, standard deviations and accompanying frequency distributions in percentages (rounded to the nearest percent) for the frequency ratings for each of the 80 items listed on the elementary school counsellor task list are contained in Table IV-3 (rank ordered from highest to lowest reported frequency).

Table IV-3

Means, Standard Deviations and Frequency Distributions (in Percentages) for Elementary School Counselling Tasks Rated as to **Frequency** of Involvement by Elementary School Counsellors Responding to Second Survey

		FREQUENCY RATING					FREQUENCY DISTRIBUTION (%)					n
		1	2	3	4	5	1	2	3	4	5	
		Mean			S.D.							
TASK LIST: ELEMENTARY SCHOOL COUNSELLING												
1	Individual counselling - personal problems	4.25			.98		0	9	9	28	53	32
2	Individual counselling - peer relations	4.22			1.01		3	3	12	31	50	32
3	Consultative role to administration	4.16			1.17		3	9	13	19	56	32
4	Crisis counselling	4.0			1.11		3	6	22	25	44	32
5	Small group counselling - peer relations	3.94			1.13		6	3	19	34	38	32
6	Network with social services	3.94			.88		0	3	31	34	31	32
7	Assist students develop communication skills	3.87			.96		0	6	32	29	32	31
8	Meet with individual parents re: behavior problems	3.84			.95		3	0	34	34	28	32
9	Refer students and families for individual counselling	3.84			.95		3	0	34	34	28	32
10	Anger management	3.77			.99		3	3	32	35	26	31
11	Attend Parent-Teacher-Student conferences	3.75			1.05		3	3	41	22	31	32
12	Behavior management techniques re: individual students	3.71			1.32		10	10	16	29	35	31
13	Group counselling re: self esteem	3.69			1.18		6	6	31	25	31	32
14	Case conference	3.62			1.04		6	0	41	31	22	32
15	Assist teachers/parents with placement options for Junior High	3.6			1.3		7	13	30	13	36	30
16	Resource person for teachers re: self-esteem programs; prosocial skills programs	3.58			1.12		7	7	32	32	23	31
17	Attend monthly counsellor meetings	3.55			1.43		10	17	17	17	38	29

Table IV-3 (continued)

		FREQUENCY RATING					FREQUENCY DISTRIBUTION (%)					n
		1	2	3	4	5	1	2	3	4	5	
		Mean			S.D.							
18	Behavior management techniques re: class	3.5			1.28		10	10	27	27	27	30
19	Classroom delivery of modules such as friendship/social skills/death/abuse prevention	3.45			1.34		6	23	23	16	32	31
20	Helping students and parents with transition to Junior High	3.43			1.1		7	10	33	33	17	30
21	Assist students to be assertive	3.42			.99		3	13	35	35	13	31
22	Referral agent for special testing	3.41			1.1		6	13	31	34	16	32
23	Affective education counselling	3.4			1.1		7	7	47	20	20	30
24	Assist students who are suicidal	3.39			1.26		6	19	29	19	26	31
25	Coordinate positive behaviour plan	3.39			1.2		10	6	42	19	23	31
26	Classroom counselling - prosocial skills	3.38			1.48		16	16	16	22	31	32
27	Network with school board consultants	3.38			1.07		6	9	41	28	16	32
28	Deal with out of control students	3.35			1.28		6	26	16	29	23	31
29	Assist students to open up about abuse	3.35			1.23		10	13	29	29	19	31
30	Assisting children re: time management skills	3.32			1.08		6	10	45	23	16	31
31	Staff/parent counselling re: personal problems	3.25			1.02		3	19	41	25	13	32
32	Classroom counselling - health curriculum	3.22			1.36		9	25	28	9	28	32
33	Work with public health	3.19			1.01		0	26	45	13	16	31
34	Individual counselling - teacher conflicts	3.16			1.27		13	13	39	16	19	31
35	Classroom observation (of students)	3.13			1.15		10	16	39	23	13	31
36	Conflict management training sessions	3.12			1.39		16	19	25	19	22	32
37	Study Skills program	3.12			1.34		9	31	19	19	22	32
38	Individual counselling - divorce	3.09			1.28		15	12	34	22	16	32
39	Peer support training sessions	3.09			1.69		25	22	9	6	38	32
40	Arrange for human sexuality programs	3.06			1.41		19	13	32	13	23	31
41	Parent sessions - parenting strategies	3.03			1.28		13	22	34	13	19	32

Table IV-3 (continued)

		FREQUENCY RATING					FREQUENCY DISTRIBUTION (%)					n
		1	2	3	4	5	1	2	3	4	5	
		Mean		S.D.								
42	Coach students with academic problems	3.03		1.05			6	23	42	19	10	31
43	Work with police	3.0		1.21			13	16	45	10	16	31
44	Career counselling	2.9		1.45			13	42	13	6	26	31
45	Career education day	2.88		1.43			19	28	22	9	22	32
46	Classroom counselling - personal safety programs	2.84		1.27			16	28	25	19	13	32
47	Programming for special needs students	2.84		1.32			22	16	31	19	13	32
48	Help with Professional Development committees	2.84		1.27			19	22	25	25	9	32
49	Critical response team	2.81		1.4			26	13	32	13	16	31
50	Planning and booking speakers on health and guidance topics	2.81		1.47			26	19	23	13	19	31
51	Individual counselling - bereavement	2.78		.94			9	25	47	16	3	32
52	Staff development	2.78		1.29			22	19	28	22	9	32
53	Small group counselling - coping strategies re: divorce	2.72		1.25			19	28	25	19	9	32
54	Coordinate meetings for parents	2.72		1.3			28	9	31	25	6	32
55	Sit on school discipline committee	2.68		1.35			29	13	29	19	10	31
56	Study Buddy program	2.66		1.31			22	31	16	22	9	32
57	Provide assistance to new counsellors	2.66		1.54			38	7	24	14	17	29
58	Co-counselling in family intervention	2.63		1.1			20	20	40	17	3	30
59	Individual testing - Intelligence	2.59		1.54			38	13	22	9	19	32
60	Family counselling	2.53		1.08			22	22	41	13	3	32
61	Addiction counselling	2.48		1.29			26	32	19	13	10	31
62	Organize student conflict management teams	2.44		1.41			31	31	16	6	16	32
63	Individual testing - Diagnostic	2.44		1.48			41	13	25	6	16	32
64	Liaison between hospital and school	2.44		1.13			19	44	19	13	6	32
65	Testing of Special Needs students	2.42		1.61			45	16	10	10	19	31

Table IV-3 (continued)

		FREQUENCY RATING					FREQUENCY DISTRIBUTION (%)					n
		1	2	3	4	5	1	2	3	4	5	
		Mean			S.D.							
66	Small group counselling - death	2.29			1.07		29	26	35	6	3	31
67	Sit on local interagency committee	2.29			1.37		39	23	23	3	13	31
68	Individual testing - Perception	2.28			1.17		38	13	38	9	3	32
69	Group counselling re: chemical dependency in family	2.23			1.12		35	23	26	16	0	31
70	Play therapy	2.07			1.31		50	17	17	10	7	30
71	Psychoeducational assessments - personality	1.97			1.19		53	10	27	7	3	30
72	Assist victims of sexual assault in preparing for court	1.88			1.07		50	25	13	13	0	32
73	Coordination of District-wide testing	1.74			1.29		68	10	13	0	10	31
74	John Howard program	1.66			1.14		69	10	10	7	3	29
75	Sit on District Child Abuse Prevention Society	1.58			1.06		75	3	13	7	0	31
76	Member of local learning disabilities association	1.47			.9		73	13	7	7	0	30
77	Seventh Step program	1.46			1.1		79	11	4	0	7	28
78	Sit on board of local Boy's and Girl's Club	1.35			1.01		84	10	0	0	6	31
79	Junior Achievement program	1.34			.9		83	7	7	0	3	29
80	Chair mental health funded programs	1.32			1.01		87	6	0	0	6	31
	Grand Mean	2.95										

The 15 task list items reportedly participated in with the greatest frequency were:

	Mean	S.D.
Individual counselling - personal problems	4.25	.98
Individual counselling - peer relations	4.22	1.01
Consultative role to administration	4.16	1.17
Crisis counselling	4.0	1.11
Small group counselling - peer relations	3.94	1.13
Network with social services	3.94	.88
Assist students develop communication skills	3.87	.96
Meet with individual parents re: behavior problems	3.84	.95
Refer students and families for individual counselling	3.84	.95
Anger management	3.77	.99
Attend Parent-Teacher-Student conferences	3.75	1.05
Behavior management techniques re: individual students	3.71	1.32
Group counselling re: self esteem	3.69	1.18
Case conference	3.62	1.04
Assist teachers/parents with placement options for Junior High	3.6	1.3

The 15 task list items reportedly participated in with the least frequency were:

	Mean	S.D.
Chair mental health funded programs	1.32	1.01
Junior Achievement program	1.34	.9
Sit on board of local Boy's and Girl's Club	1.35	1.01
Seventh Step program	1.46	1.1
Member of local learning disabilities association	1.47	.9
Sit on District Child Abuse Prevention Society	1.58	1.06
John Howard program	1.66	1.14
Coordination of District-wide testing	1.74	1.29
Assist victims of sexual assault in preparing for court	1.88	1.07
Psychoeducational assessments - personality	1.97	1.19
Play therapy	2.07	1.31
Group counselling re: chemical dependency in family	2.23	1.12
Individual testing - Perception	2.28	1.17
Sit on local interagency committee	2.29	1.37
Small group counselling - death	2.29	1.07

3. **How important do Alberta elementary school counsellors feel it is to include each identified activity in a graduate school counselling training program?**

Participants rated the same 80 task list items which were rated for frequency, however this time they rated each item as to the priority they would give it for inclusion in a graduate school counselling training program. A five point Likert scale was used (1 = should be left out, 2 = only if time permits, 3 = preferably taught, 4 = should be taught, and 5 = must be taught). The means, standard deviations and accompanying frequency distributions listing the percentage of responses (rounded to the nearest percent) given to each Likert scale number for each of the 80 priority rated items on the elementary school counsellor task list are contained in Table IV-4. The task list items are rank ordered from highest reported priority to lowest reported priority.

Table IV-4

Means, Standard Deviations and Frequency Distributions (in Percentages) for Elementary School Counselling Tasks Rated as to **Priority** for Inclusion in a Graduate School Counselling Program by Elementary School Counsellors Responding to Second Survey

		PRIORITY RATING					FREQUENCY DISTRIBUTION (%)					n
		1	2	3	4	5	1	2	3	4	5	
		Mean		S.D.								
TASK LIST: ELEMENTARY SCHOOL COUNSELLING												
1	Assist students who are suicidal	4.62		.82			0	3	10	7	79	29
2	Crisis counselling	4.61		.88			3	0	6	13	77	31
3	Anger management	4.43		.94			3	0	10	23	63	30
4	Individual counselling - personal problems	4.42		1.03			3	6	0	26	65	31
5	Individual counselling - peer relations	4.42		1.09			3	6	6	13	71	31
6	Behavior management techniques re: individual students	4.4		.89			3	0	7	33	57	30
7	Assist students develop communication skills	4.37		.85			3	0	3	43	50	30
8	Assist students to open up about abuse	4.37		1.0			0	7	17	10	67	30
9	Consultative role to administration	4.35		.91			0	3	19	16	61	31
10	Small group counselling - peer relations	4.32		.94			3	0	13	29	55	31
11	Behavior management techniques re: class	4.28		.92			3	0	10	38	48	29
12	Refer students and families for individual counselling	4.26		.82			0	0	23	29	48	31
13	Meet with individual parents re: behavior problems	4.23		.96			0	6	16	26	52	31
14	Assist students to be assertive	4.17		.95			3	3	7	47	40	30
15	Deal with out of control students	4.17		1.05			3	3	17	27	50	30
16	Helping students and parents with transition to Junior High	4.15		1.03			4	0	22	26	48	27
17	Assisting children re: time management skills	4.1		98			0	7	21	28	45	29

Table IV-4 (continued)

		PRIORITY RATING					FREQUENCY DISTRIBUTION (%)					n
		1	2	3	4	5	1	2	3	4	5	
		Mean			S.D.							
18	Group counselling re: self esteem	4.1			.99		3	3	13	40	40	30
19	Network with social services	4.06			1.18		6	6	6	35	45	31
20	Classroom delivery of modules such as friendship/social skills/death/abuse prevention	4.04			1.04		0	14	7	39	39	28
21	Case conference	4.03			.87		0	0	35	26	39	31
22	Coordinate positive behaviour plan	4.03			1.12		7	0	17	34	41	29
23	Individual counselling - bereavement	3.9			1.11		0	16	16	29	39	31
24	Classroom counselling - prosocial skills	3.9			1.18		7	0	33	17	43	30
25	Affective education counselling	3.86			1.11		4	7	25	29	36	28
26	Small group counselling - coping strategies re: divorce	3.8			.96		0	7	37	27	30	30
27	Study Skills program	3.8			1.03		0	10	33	23	33	30
28	Conflict management training sessions	3.77			1.18		7	7	23	32	32	31
29	Parent sessions - parenting strategies	3.77			1.02		3	3	35	29	29	31
30	Resource person for teachers re: self-esteem programs; prosocial skills programs	3.76			1.06		7	0	28	41	24	29
31	Staff/parent counselling re: personal problems	3.74			1.06		0	13	32	23	32	31
32	Attend Parent-Teacher-Student conferences	3.74			1.24		10	3	23	32	32	31
33	Individual counselling - teacher conflicts	3.73			1.39		7	20	10	20	43	30
34	Individual testing - Intelligence	3.7			1.49		15	8	15	19	44	27
35	Critical response team	3.69			1.17		7	7	24	34	28	32
36	Coach students with academic problems	3.67			1.06		0	20	17	40	23	30
37	Classroom observation (of students)	3.64			1.13		7	4	32	32	25	28
38	Assist teachers/parents with placement options for Junior High	3.61			1.29		7	14	21	25	32	28
39	Individual counselling - divorce	3.61			1.26		6	13	26	23	32	31

Table IV-4 (continued)

		PRIORITY RATING					FREQUENCY DISTRIBUTION (%)					n
		1	2	3	4	5	1	2	3	4	5	
		Mean		S.D.								
40	Organize student conflict management teams	3.58		1.29			6	19	13	32	29	31
41	Referral agent for special testing	3.58		1.03			3	6	42	26	23	31
42	Individual testing - Diagnostic	3.52		1.48			14	14	17	17	38	29
43	Peer support training sessions	3.5		1.28			7	17	27	20	30	30
44	Small group counselling - death	3.5		1.25			3	20	33	10	33	30
45	Programming for special needs students	3.48		1.38			14	10	17	31	28	29
46	Career counselling	3.45		1.48			14	17	14	21	34	29
47	Individual testing - Perception	3.44		1.4			15	7	26	22	30	27
48	Attend monthly counsellor meetings	3.41		1.45			11	22	15	19	33	27
49	Addiction counselling	3.41		1.43			10	21	21	14	34	29
50	Network with school board consultants	3.4		1.3			13	10	20	37	20	30
51	Work with police	3.38		1.12			3	17	38	21	21	29
52	Co-counselling in family intervention	3.37		1.11			11	0	44	30	15	27
53	Work with public health	3.34		1.14			0	28	34	14	24	29
54	Study Buddy program	3.31		1.2			7	17	34	21	21	29
55	Staff development	3.3		1.09			10	7	37	37	10	30
56	Group counselling re: chemical dependency in family	3.28		1.1			3	24	28	31	14	29
57	Planning and booking speakers on health and guidance topics	3.21		1.29			14	14	28	28	17	29
58	Arrange for human sexuality programs	3.2		1.35			13	20	20	27	20	30
59	Family counselling	3.17		1.37			17	13	27	23	20	30
60	Provide assistance to new counsellors	3.15		1.26			15	7	44	15	19	27
61	Classroom counselling - health curriculum	3.14		1.22			10	21	28	28	14	29
62	Sit on school discipline committee	3.14		1.51			25	7	18	29	21	28
63	Help with Professional Development committees	3.1		1.18			10	20	33	23	13	30
64	Testing of Special Needs students	3.03		1.68			31	10	14	14	31	29

Table IV-4 (continued)

		PRIORITY RATING					FREQUENCY DISTRIBUTION (%)					n
		1	2	3	4	5	1	2	3	4	5	
		Mean			S.D.							
65	Classroom counselling - personal safety programs	3.0			1.29		13	26	26	19	16	31
66	Career education day	3.0			1.34		13	29	23	16	19	31
67	Psychoeducational assessments - personality	2.89			1.47		25	18	18	21	18	28
68	Coordinate meetings for parents	2.86			1.19		17	17	34	24	7	29
69	Play therapy	2.85			1.41		26	15	19	30	11	27
70	Assist victims of sexual assault in preparing for court	2.83			1.42		24	21	17	24	14	29
71	Sit on local interagency committee	2.79			1.35		21	24	24	17	14	29
72	Member of local learning disabilities association	2.63			1.39		22	37	11	15	15	27
73	Liaison between hospital and school	2.6			1.07		10	43	33	3	10	30
74	Sit on District Child Abuse Prevention Society	2.59			1.47		33	19	19	15	15	27
75	Coordination of District-wide testing	2.07			1.39		55	7	24	3	10	29
76	John Howard program	2.05			1.05		41	23	27	9	0	22
77	Chair mental health funded programs	1.96			1.26		50	25	11	7	7	28
78	Seventh Step program	1.95			1.2		52	14	24	5	5	21
79	Sit on board of local Boy's and Girl's Club	1.68			1.06		61	21	11	4	4	28
80	Junior Achievement program	1.67			.97		62	14	19	5	0	21
	Grand Mean	3.53										

The 15 task list items given highest priority by survey participants for inclusion in a graduate school counselling training program were:

	Mean	S.D.
Assist students who are suicidal	4.62	.82
Crisis counselling	4.61	.88
Anger management	4.43	.94
Individual counselling - personal problems	4.42	1.03
Individual counselling - peer relations	4.42	1.09
Behavior management techniques re: individual students	4.4	.89
Assist students develop communication skills	4.37	.85
Assist students to open up about abuse	4.37	1.0
Consultative role to administration	4.35	.91
Small group counselling - peer relations	4.32	.94
Behavior management techniques re: class	4.28	.92
Refer students and families for individual counselling	4.26	.82
Meet with individual parents re: behavior problems	4.23	.96
Assist students to be assertive	4.17	.95
Deal with out of control students	4.17	1.05

The 15 task list items given lowest priority by survey participants for inclusion in a graduate school counselling training program were:

	Mean	S.D.
Junior Achievement program	1.67	.97
Sit on board of local Boy's and Girl's Club	1.68	1.06
Seventh Step program	1.95	1.2
Chair mental health funded programs	1.96	1.26
John Howard program	2.05	1.05
Coordination of District-wide testing	2.07	1.39
Sit on District Child Abuse Prevention Society	2.59	1.47
Liaison between hospital and school	2.6	1.07
Member of local learning disabilities association	2.63	1.39
Sit on local interagency committee	2.79	1.35
Assist victims of sexual assault in preparing for court	2.83	1.42
Play therapy	2.85	1.41
Coordinate meetings for parents	2.86	1.19
Psychoeducational assessments - personality	2.89	1.47
Career education day	3.0	1.34

In order to identify common themes in the generated counsellor task list items and to facilitate the grouping of the task list items into possible instructional units for a graduate school counsellor training program, concept mapping as outlined by Trochim (1989b) was utilized. The sequence of steps outlined in Method were followed. A computer program designed by Trochim called The Concept System was used to superimpose specific cluster solutions on the multidimensional scaling map (point map) derived from the sort data. (The point map is contained in Figure IV-A.) On the point map, some of the 80 task list numbers are clearly visible and others are not. This is because some task list items were sorted together in a consistent manner by the independent sorters, hence the numbers representing these tasks are very close together on the map (so close that they have become overlapped).

An analysis of the 3 cluster solution generated by the computer program The Concept System lead to the conclusion that this arrangement had limited use for grouping the counsellor task list items into possible instructional units. (Appendix G contains the 3 cluster solution and accompanying concept map.) The diversity of tasks in each cluster was large, even within the most conceptually clear cluster (which was cluster number one). It was decided that a cluster solution in

Figure IV-A
Point Map Derived From Elementary School Counselling Sort Data

which the counsellor task items were grouped into smaller sized, more closely related clusters would be more useful for the task at hand.

An analysis of the 16 cluster solution generated by the computer program The Concept System was undertaken next. (Appendix H contains the 16 cluster solution and accompanying concept map.) It was decided that this cluster solution was not the best choice for grouping the task list items into possible instructional units; some of the numerically adjacent clusters on the concept map contained items that were very similar conceptually. It was thought that these items would best be placed together in the same instructional units (for example, the items in clusters 7 and 8).

Several cluster solutions between 3 and 16 were selected for analysis. The 10 cluster solution was finally chosen as being the most conceptually clear while at the same time having a sufficient number of concept clusters to make it helpful in developing a curriculum for elementary school counsellors. The concept map of this solution is contained in Figure IV-B, and the 80 task list items grouped in the 10 cluster solution are listed in Table IV-5 along with the means and standard deviations for both the frequency and priority ratings for each item. Tasks within each cluster are rank ordered as to priority for inclusion in a training program.

Figure IV-B

10 Concept Map of Generated Elementary School Counselling Tasks

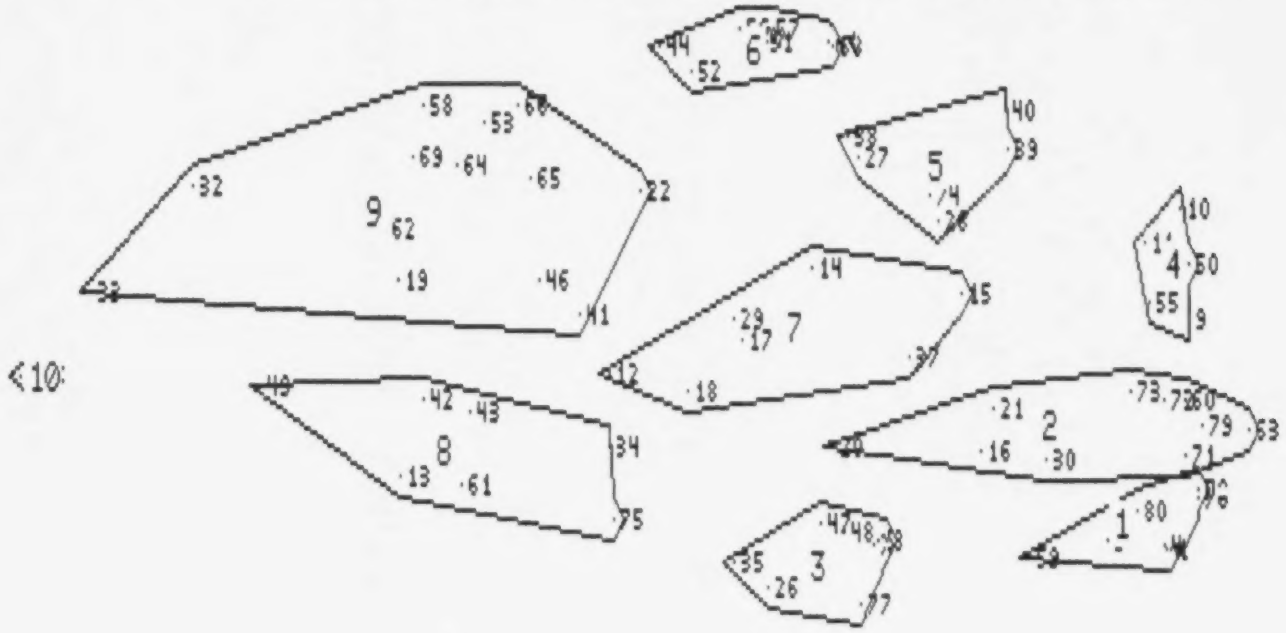

Table IV-5

10 Cluster Grouping of Elementary School Counselling Task List Items With Means and Standard Deviations For Frequency and Priority Ratings

		FREQUENCY		PRIORITY	
		1 2 3 4 5		1 2 3 4 5	
		Mean	**S.D.**	**Mean**	**S.D.**
TASK LIST NUMBERS AND NAMES					
Cluster 1	**(Individual Counselling/Crisis)**				
1	Assist students who are suicidal	3.39	1.26	4.62	.82
2	Crisis counselling	4.0	1.11	4.61	.88
3	Individual counselling - personal problems	4.25	.98	4.42	1.03
4	Individual counselling - peer relations	4.22	1.01	4.42	1.09
5	Individual counselling - bereavement	2.78	.94	3.9	1.11
6	Individual counselling - teacher conflicts	3.16	1.27	3.73	1.39
7	Individual counselling - divorce	3.09	1.28	3.61	1.26
8	Addiction counselling	2.48	1.29	3.41	1.43
9	Play therapy	2.07	1.31	2.85	1.41
Cluster 2	**(Individual Counselling/Assisting in Skill Development)**				
1	Anger management	3.77	.99	4.43	.94
2	Behavior management techniques re: individual students	3.71	1.32	4.4	.89
3	Assist students to open up about abuse	3.35	1.23	4.37	1.0
4	Assist students develop communication skills	3.87	.96	4.37	.85
5	Deal with out of control students	3.35	1.28	4.17	1.05
6	Assist students to be assertive	3.42	.99	4.17	.95
7	Assisting children re: time management skills	3.32	1.08	4.1	.98
8	Affective education counselling	3.4	1.1	3.86	1.11

Table IV-5 (continued)

		FREQUENCY		PRIORITY	
		1 2 3 4 5		1 2 3 4 5	
		Mean	S.D.	Mean	S.D.
Cluster 2 (continued)					
9	Staff/parent counselling re: personal problems	3.25	1.02	3.74	1.06
10	Assist victims of sexual assault in preparing for court	1.88	1.07	2.83	1.42
Cluster 3 (Group Counselling)					
1	Small group counselling - peer relations	3.94	1.13	4.32	.94
2	Meet with individual parents re: behavior problems	3.84	.95	4.23	.96
3	Group counselling re: self esteem	3.69	1.18	4.1	.99
4	Small group counselling - coping strategies re: divorce	2.72	1.25	3.8	.96
5	Coach students with academic problems	3.03	1.05	3.67	1.06
6	Small group counselling - death	2.29	1.07	3.5	1.25
7	Group counselling re: chemical dependency in family	2.23	1.12	3.28	1.1
8	Family counselling	2.53	1.08	3.17	1.37
Cluster 4 (Classroom Related Activities)					
1	Classroom delivery of modules such as friendship/social skills/death/abuse prevention	3.45	1.34	4.04	1.04
2	Classroom counselling - prosocial skills	3.38	1.48	3.9	1.18
3	Co-counselling in family intervention	2.63	1.1	3.37	1.11
4	Classroom counselling - health curriculum	3.22	1.36	3.14	1.22
5	Classroom counselling - personal safety programs	2.84	1.27	3.0	1.29
Cluster 5 (Contact With Outside Programs)					
1	Refer students and families for individual counselling	3.84	.95	4.26	.82
2	Planning and booking speakers on health and guidance topics	2.81	1.47	3.21	1.29

Table IV-5 (continued)

		FREQUENCY		PRIORITY	
		1 2 3 4 5		1 2 3 4 5	
		Mean	S.D.	Mean	S.D.
Cluster 5 (continued)					
3	Arrange for human sexuality programs	3.06	1.41	3.2	1.35
4	John Howard program	1.66	1.14	2.05	1.05
5	Seventh Step program	1.46	1.1	1.95	1.2
6	Junior Achievement program	1.34	.9	1.67	.97
Cluster 6 (Contact With Outside Agencies)					
1	Network with social services	3.94	.88	4.06	1.18
2	Network with school board consultants	3.38	1.07	3.4	1.3
3	Work with police	3.0	1.21	3.38	1.12
4	Work with public health	3.19	1.01	3.34	1.14
5	Sit on local interagency committee	2.29	1.37	2.79	1.35
6	Member of local learning disabilities association	1.47	.9	2.63	1.39
7	Liaison between hospital and school	2.44	1.13	2.6	1.07
8	Sit on District Child Abuse Prevention Society	1.58	1.06	2.59	1.47
9	Chair mental health funded programs	1.32	1.01	1.96	1.26
10	Sit on board of local Boy's and Girl's Club	1.35	1.01	1.68	1.06
Cluster 7 (Group Training)					
1	Behavior management techniques re: class	3.5	1.28	4.28	.92
2	Coordinate positive behaviour plan	3.39	1.2	4.03	1.12
3	Parent sessions - parenting strategies	3.03	1.28	3.77	1.02
4	Conflict management training sessions	3.12	1.39	3.77	1.18
5	Resource person for teachers re: self-esteem programs; prosocial skills programs	3.58	1.12	3.76	1.06

Table IV-5 (continued)

		FREQUENCY		PRIORITY	
		1 2 3 4 5		1 2 3 4 5	
		Mean	S.D.	Mean	S.D.
Cluster 7 (continued)					
6	Organize student conflict management teams	2.44	1.41	3.58	1.29
7	Peer support training sessions	3.09	1.69	3.5	1.28
Cluster 8 (In-School Education Programs)					
1	Helping students and parents with transition to Junior High	3.43	1.1	4.15	1.03
2	Study Skills program	3.12	1.34	3.8	1.03
3	Classroom observation (of students)	3.13	1.15	3.64	1.13
4	Assist teachers/parents with placement options for Junior High	3.6	1.3	3.61	1.29
5	Programming for special needs students	2.84	1.32	3.48	1.38
6	Career counselling	2.9	1.45	3.45	1.48
7	Study Buddy program	2.66	1.31	3.31	1.2
Cluster 9 (School Committees/Work Within Organization)					
1	Consultative role to administration	4.16	1.17	4.35	91
2	Case conference	3.62	1.04	4.03	87
3	Attend Parent-Teacher-Student conferences	3.75	1.05	3.74	1.24
4	Critical response team	2.81	1.4	3.69	1.17
5	Referral agent for special testing	3.41	1.1	3.58	1.03
6	Attend monthly counsellor meetings	3.55	1.43	3.41	1.45
7	Staff development	2.78	1.29	3.3	1.09
8	Provide assistance to new counsellors	2.66	1.54	3.15	1.26
9	Sit on school discipline committee	2.68	1.35	3.14	1.51

Table IV-5 (continued)

		FREQUENCY 1 2 3 4 5		PRIORITY 1 2 3 4 5	
		Mean	S.D.	Mean	S.D.
Cluster 9 (continued)					
10	Help with Professional Development committees	2.84	1.27	3.1	1.18
11	Career education day	2.88	1.43	3.0	1.34
12	Coordinate meetings for parents	2.72	1.3	2.86	1.19
13	Coordination of District-wide testing	1.74	1.29	2.07	1.39
Cluster 10 (Testing)					
1	Individual testing - Intelligence	2.59	1.54	3.7	1.49
2	Individual testing - Diagnostic	2.44	1.48	3.52	1.48
3	Individual testing - Perception	2.28	1.17	3.44	1.4
4	Testing of Special Needs students	2.42	1.61	3.03	1.68
5	Psychoeducational assessments - personality	1.97	1.19	2.89	1.47

Names were assigned to each of the 10 groups within the chosen cluster solution. These names were selected to reflect the nature of the items composing each grouping. In the selection of names, particular attention was paid to those items within each group with a low bridging index. The bridging index (a number between 0 and 1) is a statistical measure of an item's relationship to other items in the group. A low value indicates a greater likelihood that the statement was sorted primarily with the statements that are close to it on the map. (The 10 cluster solution with accompanying bridging values is listed in Appendix I.)

Discussion of Results

In discussing these results, the frequency and priority means will be used. It was decided that the means were appropriate statistics to use in making comparisons with this particular data. An examination of the frequency distributions for both the frequency and priority ratings did not reveal any configurations such as bimodal distributions that would make their use inappropriate.

It should also be noted that when making comparisons of the frequency means in these data, caution needs to be exercised. Both general and specific types of tasks were included in the task list; the tasks *individual counselling-personal problems* and *small group counselling-coping*

strategies re: divorce are examples. The frequency means of the more general types of activities were higher than those of the more specific types of activities. (The frequency means for the above tasks were 4.25 and 2.72 respectively.) This difference in means is logical given that a more general task label encompasses numerous activities. Consequently it is more likely that participants would report engaging in this type of task more frequently than they would in a specific task that is narrower in focus.

The elementary school counsellors in this study gave 22 of the 80 task list items mean priority ratings that were greater than 4.0. (A priority mean above 4.0 resulted whenever more than 70% of respondents rated an item as *should be taught or must be taught.*) These high priority tasks were represented in 9 of the 10 themes, with the majority of them (64%) falling in three of the themes - Individual Counselling/Crisis, Individual Counselling/Assisting in Skill Development and Group Counselling. The theme Individual Counselling/Crisis included the tasks *individual counselling-personal problems, individual counselling-peer relations, crisis counselling* and *assist students who are suicidal.* The first 3 of these 4 tasks also had frequency means that were 4.0 or higher. The theme Individual Counselling/Assisting in Skill Development contained the largest number of high priority

items (36%) and included such items as *behavior management techniques re: individual students, assisting children re: time management skills, assist students to be assertive* and *assist students develop communication skills.* The theme Group Counselling included the tasks *small group counselling-peer relations, group counselling re: self esteem* and *meet with individual parents re: behavior problems.* Other tasks which received high priority means (and were contained in the other themes) were *classroom delivery of modules such as friendship/social skills/death/abuse prevention, refer students and families for individual counselling, network with social services, behavior management techniques re: class, coordinate positive behavior plan, helping students and parents with transition to Junior High, case conference* and *consultative role to administration.* Of these tasks, the one task which had both frequency and priority ratings over 4.0 was *consultative role to administration.* There was only one theme which contained no task list items with priority means greater than 4.0; this theme was Testing.

Elementary school counsellors in this study report that they are involved in and desire training in various roles - consultant, coordinator and instructor (in addition to their role as counsellor). These results are consistent with the priorities identified for school counsellor training as cited in the

literature. Herman, Robertson & West (1986) note that emphasis needs to be placed on preparing counsellors in their role in consulting with teachers and parents as well as working in collaboration with the school administration. Morse & Russell (1988) note that group counselling needs to be a more important component of training programs, and Dick (1993) and Deck (1992) both note the importance of training counsellors for the role of consulting and coordinating.

Given this information, it would seem that there needs to be an adjustment made to school counsellor education programs in order to meet the expressed needs of counsellors in the field. The following comment written on a returned survey form echoes the need for change.

> I have just completed a diploma program. All courses except one were compulsory. Not one course helped or gave me helpful information for my work as a counsellor. Yet I took Freud in three courses . . . I would take courses dealing with issues I deal with on a daily basis. Otherwise I wouldn't go back to university on a bet!

It seems that if training programs are to be accountable to the public they serve, they need to heed the increasing calls for field relevant curricula.

Other Findings

It is interesting that the respondents in this study gave counselling tasks such as *family counselling, co-counselling in family interventions and play therapy* low ratings for both frequency and priority, and gave the task *referring students and families for individual counselling* high frequency and priority ratings. It seems that the counsellors in this study are involved in counselling that is more short term in nature and frequently involves crisis intervention (as suggested by the high frequency and priority ratings given to such tasks as *crisis counselling* and *anger management*). This is consistent with the results of a study by Prout, Alexander, Fletcher, Memis & Miller (1993) in which they found that counselling in schools tended to be short-term, and that crisis intervention was a frequent service. It is also consistent with the remedial/crisis approach to guidance and counselling which is identified in the Alberta Education Manual for Alberta Schools (1984). This finding has implications for the type of counsellor training that should likely be emphasized when training school counsellors.

In comparing the frequency and priority ratings, one sees that participants in this study tended to give the task list items higher priority ratings than they did frequency ratings. This occurred in 77 of the 80 cases. (The difference in means ranged from .01 to l.23, with a mean difference of .56 and a

standard deviation of .34.) This finding suggests to the author that school counsellors have a general desire to be knowledgeable about the various activities they may be asked to be involved in in their role as school counsellor. Another explanation is that there is a positive correlation between the reported frequency of involvement in some task list items and the level of expertise of the respondents. Perhaps many counsellors did not have the level of skill required to undertake some of the listed activities (for example, testing), and they consequently rated these items relatively low with regards to frequency. A further explanation is that, although some tasks (such as *assist students who are suicidal*) occur relatively infrequently, counsellors feel it is of vital importance to be prepared in the event that they are called upon to deal with the situation. Therefore a high priority rating was given. It is most likely that a combination of all of the above mentioned factors played a part in the priority means being higher that the frequency means in this data.

It is also interesting to compare the response rate of the participants in this study on the two rating scales. The mean number of responses to the priority rated items was 29.15 with a standard deviation of 2.0. and a range of 21-32. The mean number of responses to the frequency rated items was 31.23, with a standard deviation of .9 and a range of 28-32. The

difference in response rates to the two types of ratings may reflect the difference in the nature of the ratings. Responding to a frequency rating is a relatively concrete type of activity; it requires a reporting of one's experience. On the other hand, responding to a priority rating requires the respondent to make a value judgment. The difference in response rates may also reflect the fact that some participants were unfamiliar with some tasks. Each rating category on the priority scale presumed knowledge of the item and required a judgment to be made (whereas on the frequency scale, one could choose "1-never done" if unfamiliar with the task). In hindsight, it would have been useful to have included a response choice for individuals who were unfamiliar with task list items.

In hindsight, it would also have been useful to have requested information concerning school size and school location (urban versus rural) from participants on both questionnaires. Having access to this type of information would have allowed for a more extensive interpretation of the data. For example, if the sample included a disproportionate number of urban based counsellors, it would have provided a plausible explanation for why there was an absence of high priority items identified in the testing theme. (Urban schools have access to testing services for their students through the use of district school psychologists.)

Chapter V

FINAL DISCUSSION

This chapter begins with a summary of the results of the study, and a discussion of the study's limitations. The chapter ends with implications for curriculum planning and recommendations for future research.

Summary and Conclusions

The purpose of this study was to determine the activities that Alberta elementary school counsellors are involved in in their role as school counsellor, the frequency of their involvement and the priority they would place on each activity for inclusion in a graduate school counselling program. It was hoped that the results of the study would provide useful information in the curriculum planning process for the University of Alberta's new School Counselling program. The designers of this program are seeking to be responsive to the needs of the school counsellors who will be enrolled in the program.

One third of Alberta school counsellors who are members of the Alberta Teacher's Association Guidance Council were surveyed and asked to report on the activities they are involved in in their role as school counsellor. Alberta elementary school counsellors reported being involved in a wide range of activities in their role - a final task list of 80

items was compiled. This task list was used in a subsequent survey in which Alberta elementary school counsellors in the remaining two thirds of the sample population were asked to rate (on a 5 point Likert scale) their frequency of involvement in the listed tasks and their priority for including each task list item in a graduate school counselling training program. The 80 generated elementary school counselling tasks were also sorted by independent sorters into groups that had common themes. Descriptive statistics (means, standard deviations and frequency distributions), and concept mapping as outlined by Trochim (1989b) were used to analyze the data.

Results of the study indicate that elementary school counsellors are involved in and desire training in the duties associated with their role of consultant, instructor and coordinator in addition to their role as counsellor. Many of the roles identified have an emphasis on working as part of a school team in a consultative/educational mode. The theme which contained the highest proportion of high priority tasks was Individual Counselling/Assisting in Skill Development. (High priority items were defined as those activities which were rated as *should be taught* or *must be taught* by over 70% of participants.) The other themes that contained high priority tasks (rank ordered as to the number of tasks contained in each theme) are as follows: Individual Counselling/Crisis,

Group Counselling, Group Training, School Committees/Work Within Organization, Classroom Related Activities, Contact With Outside Agencies, Contact With Outside Programs, and In-School Education Programs.

Limitations of the Study

This study included school counsellors who are members of the Alberta Teacher's Association Guidance Council only. As the Guidance Council is an organization which members choose to join for a fee (membership is not automatic), the population likely included a high proportion of full time counsellors. If indeed the sample population did include a high proportion of full time counsellors, then it is likely that the sample population also included a disproportionate number of urban based school counsellors. Although the generalizability of the findings is restricted due to these limitations, and to the limitations inherent in a relatively small sample size (n = 49), the themes of counsellor tasks that were found in the study and the priorities identified by participants are consistent with results of other studies cited in the literature.

Another limitation of this study is that information was gathered on the frequency of school counsellors' involvement in specified tasks by asking school counsellors to report their perceptions of their involvement. The frequency results might have been different if counsellors had actually recorded the

tasks they participated in on a daily basis and reported frequency based on that data.

This study was also limited to looking at what school counsellors do, and their perceptions of curriculum priorities for a training program. The study did not address what the role of school counsellors should be.

Implications For Program Planning

The findings of this study suggest that there is a need for a restructuring of graduate school counselling education programs so that they include instruction which takes into account the full range of roles (counsellor, consultant, educator, coordinator) that school counsellors are involved in. Programs that continue to operate on a predominately psychotherapeutic model run the risk of failing not only the counsellors-in-training who are enrolled in their programs but also the student population these counsellors will eventually serve.

The University of Alberta is to be commended for its initiative in undertaking a survey in which practicing school counsellors were asked for their input on their priorities for a graduate school counselling training program. As previously noted, the need of counsellor educators to be responsive to the needs of counsellors in the field when planning curriculum for training programs is cited repeatedly in the literature. In this case, what is usually left at the "it would be nice" stage has

been put into action. It remains to be seen what proportion of those needs identified by practicing school counsellors will ultimately be included in the University of Alberta's new School Counselling program.

Recommendations For Further Research

Concept mapping was well suited as a methodology to organize the counsellor task list items in this study into possible instructional units. It is a tool that warrants further exploration for use in the area of curriculum development as it allows for maximum input of information, and provides an objective way of dealing with that information. This aspect of the method seems particularly well suited to the area of curriculum development; input is often sought from various sources when curriculum is being designed so as to facilitate the best possible selection of material and to present that material in the most effective manner. Concept mapping also enables themes to be developed from the collected information. It is therefore a technique that could serve to facilitate the curriculum planning process in an efficient and effective way.

As a follow-up to this study of elementary school counsellors, it would be interesting to compare the counselling tasks generated by the counsellors working at the elementary, junior high and senior high levels. It would also be interesting to compare the duties of full and part-time school counsellors,

and the counselling tasks performed by counsellors working in rural and urban areas.

The task *consultative role to administration* was an item which received both a high frequency and high priority rating. It would be interesting to do further research examining the role that administrators play in the delivery of counselling services in the school. Principals do have a final say as to the roles performed by their staff (through the job specification decisions they make). Administrators' perceptions of school counsellors' roles are therefore important to take into consideration when examining the functions that school counsellors perform in the schools. It would also be interesting to find out what proportion of the activities associated with the consultative role identified by the elementary school counsellors in this study include a delegation of jobs normally done by the principal (for example, clerical duties such as scheduling), and what proportion consist of true consultation activities (accessing specialized knowledge in the area of psychology).

In light of the ongoing cutbacks, it would also be timely to do research that looks at the relationship between the multitude of tasks that school counsellors perform and the manner in which this facilitates academic success in students. The idea that personal and social needs of students need to be

met before students can be effective learners is one that few people would argue with. However, the correlation between performance of school counsellor tasks and enhanced facilitation of academic objectives needs to be demonstrated through research if priority is to be given to this necessary service in times of fiscal restraint.

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APPENDICES

Appendix A
Initial Counsellor Questionnaire

The Department of Educational Psychology of the University of Alberta is developing a non thesis, non residence **Master's of Education** program in **School Counselling**.

To develop a curriculum relevant to the needs of school counsellors, we need the input of practising professionals. Please assist us by responding to the following. Your responses will be used in helping us select the topics that should be taught in a program that is responsive to the needs in the field. Your participation is strictly voluntary and there is no need for you to identify yourself

1. At what level(s) do you work as a school counsellor?
   Elementary _____ Junior High _____
   High School _____
2. What percentage of your workload is assigned to counselling? _____
3. How many years have you been employed as a school counsellor?_____
4. Describe your highest level counsellor training.

   a. no formal training _____b. inservice training _____

   c. 1 year graduate studies _____d. completed a master's degree_____

   e. other (please describe) _____
5. List the activities that you perform as a school counsellor. Try to be as explicit as possible, for example say "assist students in selecting a college to go to" rather than saying "educational counselling." Think of the wide variety of tasks that you perform, not just the activities that you do on a regular basis.

Thank you for your time and effort. Please return your responses in the stamped return envelope.

COUNSELLING ACTIVITIES

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

Etc. Please use back and/or additional pages.

Appendix B

Subsequent Counsellor Questionnaire

A survey of school counsellors in Alberta has recently been carried out asking them to describe the different activities in which they were involved as counsellors. Based on this initial survey this follow-up questionnaire has been developed.

If you are a school counsellor you are asked to rate the frequency which you as a counsellor are involved in each of the activities as well as the priority of addressing these topics as part of a counsellor training curriculum. After rating the **frequency** to which you are involved with the different activities rate the **priority** that you would place on having these activities taught in a counsellor training program. Your participation is strictly voluntary and there is no need for you to identify yourself.

The results of this survey are to be used to assist the Department of Educational Psychology of the University of Alberta in developing their new course based Master's degree in School Counselling. We would appreciate receiving the results by July 1, 1993.

Circle the appropriate number (1-5), rating the **frequency** that you as a school counsellor are involved in the following activities; then rate the **priority** that should be placed in teaching counsellors how to deal with that activity. **Only fill out the questions that pertain to the level at which you are counselling** .

On the back of an answer sheet list any activities that you are involved in as a counsellor that have not already been mentioned.

	FREQUENCY		PRIORITY
5.	Done frequently	5	Must be taught
4.	Done quite often	4.	Should be taught
3.	Occasionally	3.	Preferably taught
2.	Rarely done	2.	Only if time permits
1.	Never	1.	Should be left out

Thank you for your assistance. Please return the answered questionnaire in the enclosed stamped envelope .

TASK LIST: ELEMENTARY SCHOOL COUNSELLING

		FREQUENCY	PRIORITY
1.	Individual counselling - personal problems	1 2 3 4 5	1 2 3 4 5
2.	Individual counselling - peer relations	1 2 3 4 5	1 2 3 4 5
3.	Individual counselling - divorce	1 2 3 4 5	1 2 3 4 5
4.	Individual counselling - bereavement	1 2 3 4 5	1 2 3 4 5
5.	Individual counselling - teacher conflicts	1 2 3 4 5	1 2 3 4 5
6.	Small group counselling - peer relations	1 2 3 4 5	1 2 3 4 5
7.	Small group counselling - coping strategies re: divorce	1 2 3 4 5	1 2 3 4 5
8.	Small group counselling - death	1 2 3 4 5	1 2 3 4 5
9.	Classroom counselling - prosocial skills	1 2 3 4 5	1 2 3 4 5
10.	Classroom counselling - health curriculum	1 2 3 4 5	1 2 3 4 5
11.	Classroom counselling - personal safety programs	1 2 3 4 5	1 2 3 4 5
12.	Parent sessions - parenting strategies	1 2 3 4 5	1 2 3 4 5
13.	Assist teachers/ parents with placement options for Junior High	1 2 3 4 5	1 2 3 4 5
14.	Resource person for teachers re: self-esteem programs; prosocial skills programs	1 2 3 4 5	1 2 3 4 5
15.	Behavior management techniques re: class	1 2 3 4 5	1 2 3 4 5
16.	Behavior management techniques re: individual students	1 2 3 4 5	1 2 3 4 5
17.	Peer support training sessions	1 2 3 4 5	1 2 3 4 5
18.	Conflict management training sessions	1 2 3 4 5	1 2 3 4 5
19.	Career education day	1 2 3 4 5	1 2 3 4 5
20.	Staff/ parent counselling re: personal problems	1 2 3 4 5	1 2 3 4 5
21.	Affective education counselling	1 2 3 4 5	1 2 3 4 5
22.	Case conference	1 2 3 4 5	1 2 3 4 5
23.	Individual testing - Perception	1 2 3 4 5	1 2 3 4 5
24.	Individual testing - Intelligence	1 2 3 4 5	1 2 3 4 5
25.	Individual testing - Diagnostic	1 2 3 4 5	1 2 3 4 5
26.	Meet with individual parents re: behavior problems	1 2 3 4 5	1 2 3 4 5
27.	Refer students and families for individual counselling	1 2 3 4 5	1 2 3 4 5
28.	Arrange for human sexuality programs	1 2 3 4 5	1 2 3 4 5
29.	Organize student conflict management teams	1 2 3 4 5	1 2 3 4 5
30.	Deal with out of control students	1 2 3 4 5	1 2 3 4 5
31.	Liaison between hospital and school	1 2 3 4 5	1 2 3 4 5
32.	Referral agent for special testing	1 2 3 4 5	1 2 3 4 5
33.	Coordination of District-wide testing	1 2 3 4 5	1 2 3 4 5
34.	Classroom observation (of students)	1 2 3 4 5	1 2 3 4 5
35.	Family counselling	1 2 3 4 5	1 2 3 4 5
36.	Testing of Special Needs students	1 2 3 4 5	1 2 3 4 5
37.	Coordinate positive behaviour plan	1 2 3 4 5	1 2 3 4 5
38.	Seventh Step program	1 2 3 4 5	1 2 3 4 5
39.	Junior Achievement program	1 2 3 4 5	1 2 3 4 5
40.	John Howard program	1 2 3 4 5	1 2 3 4 5
41.	Coordinate meetings for parents	1 2 3 4 5	1 2 3 4 5

42.	Study Skills program	1 2 3 4 5	1 2 3 4 5
43.	Study Buddy program	1 2 3 4 5	1 2 3 4 5
44.	Network with school board consultants	1 2 3 4 5	1 2 3 4 5
45.	Network with social services	1 2 3 4 5	1 2 3 4 5
46.	Attend Parent-Teacher-Student conferences	1 2 3 4 5	1 2 3 4 5
47.	Group counselling re: chemical dependency in family	1 2 3 4 5	1 2 3 4 5
48.	Group counselling re: self esteem	1 2 3 4 5	1 2 3 4 5
49.	Programming for special needs students	1 2 3 4 5	1 2 3 4 5
50.	Co-counselling in family intervention	1 2 3 4 5	1 2 3 4 5
51.	Sit on District Child Abuse Prevention Society	1 2 3 4 5	1 2 3 4 5
52.	Chair mental health funded programs	1 2 3 4 5	1 2 3 4 5
53.	Sit on school discipline committee	1 2 3 4 5	1 2 3 4 5
54.	Sit on board of local Boy's and Girl's Club	1 2 3 4 5	1 2 3 4 5
55.	Classroom delivery of modules such as friendship/social skills/death/abuse prevention	1 2 3 4 5	1 2 3 4 5
56.	Sit on local interagency committee	1 2 3 4 5	1 2 3 4 5
57.	Member of local learning disabilities association	1 2 3 4 5	1 2 3 4 5
58.	Help with Professional Development committees	1 2 3 4 5	1 2 3 4 5
59.	Crisis counselling	1 2 3 4 5	1 2 3 4 5
60.	Assisting children re: time management skills	1 2 3 4 5	1 2 3 4 5
61.	Help students and parents with transition to Junior High	1 2 3 4 5	1 2 3 4 5
62.	Staff development	1 2 3 4 5	1 2 3 4 5
63.	Assist victims of sexual assault in preparing for court	1 2 3 4 5	1 2 3 4 5
64.	Consultative role to administration	1 2 3 4 5	1 2 3 4 5
65.	Critical response team	1 2 3 4 5	1 2 3 4 5
66.	Attend monthly counsellor meetings	1 2 3 4 5	1 2 3 4 5
67.	Work with public health	1 2 3 4 5	1 2 3 4 5
68.	Work with police	1 2 3 4 5	1 2 3 4 5
69.	Provide assistance to new counsellors	1 2 3 4 5	1 2 3 4 5
70.	Assist students who are suicidal	1 2 3 4 5	1 2 3 4 5
71.	Assist students to open up about abuse	1 2 3 4 5	1 2 3 4 5
72.	Assist students to be assertive	1 2 3 4 5	1 2 3 4 5
73.	Assist students develop communication skills	1 2 3 4 5	1 2 3 4 5
74.	Planning and booking speakers on health and guidance topics	1 2 3 4 5	1 2 3 4 5
75.	Career counselling	1 2 3 4 5	1 2 3 4 5
76.	Psychoeducational assessments - personality	1 2 3 4 5	1 2 3 4 5
77.	Coach students with academic problems	1 2 3 4 5	1 2 3 4 5
78.	Play therapy	1 2 3 4 5	1 2 3 4 5
79	Anger management	1 2 3 4 5	1 2 3 4 5
80.	Addiction counselling	1 2 3 4 5	1 2 3 4 5

Appendix C

Initial Elementary School Counsellor Task List

1. Individual Counselling - re: personal problems; peer relations; divorce or bereavement; teacher conflicts.
2. Small Group Counselling - peer relations; prosocial skills; coping strategies re divorce; death, etc.
3. Large Group Counselling - in classroom i.e. prosocial skills, health curriculum such as personal safety, Lion's Quest Program.
4. Parent Sessions - in the evenings for parents who wish to explore other parenting strategies.
5. Assist teachers/parents with placement options for Junior High i.e. Basic Core Program.
6. Resource person for teachers re: self-esteem programs; prosocial skills program.
7. Plan and assist teachers with behavior management techniques for the class or individual student.
8. Peer Support/Conflict Management training sessions for our Gr. 5 & 6 students.
9. Career Education - assist teachers with the planning of a career education day for our students.
10. Staff Counselling (<u>after school hours</u>) re: personal problems; marriage problems; health issues - namely diet plans; career options; stress management.
11. Affective Ed. Counselling - 1 period per week in each classroom in the school.
12. Group counselling e.g. friendship group, divorce group, etc.
13. Individual counselling (referred by parents, teachers or students themselves).
14. Case Conference (to discuss results of psych. or reading assessments).
15. Parenting classes (arrange for speakers, etc.)
16. Some individual testing (e.g., Beery, Peabody, Key Math)
17. Meet with individual parents (e.g. to discuss behavior

problems at home or school, personal problems, etc.)

18. Refer students and families for individual counselling.
19. Care Kit and Personal Safety Programs.
20. Arrange for maturation programs (Human Sexuality).
21. Conflict Resolution - Organize conflict management teams (Gr. 6 students).
22. Deal with out of control students.
23. Liaison between Glenrose and school.
24. Referral agent for special testing (e.g. psych. and reading).
25. Coordination of County-wide testing CTBS, CCAT.
26. Observation in the classroom (of students).
27. Helping teachers who have difficulty with classroom management.
28. One-on-one counselling with students, parents, colleagues; family counselling.
29. Testing of special needs students for placement purposes.
30. Coordinate positive behaviour plan; work with classroom teachers to develop and implement social skills programs.
31. Organize special programs for school population - Human Sexuality Program, Career Day, Seventh Step, Junior Achievement, John Howard, Canada Day flag ceremony, etc.
32. Coordinate and supervise leadership groups in the school - Conflict Management, School patrols, phone monitors, etc.
33. Coordinate self-help group meetings for parents. (Arranging guest speakers).
34. Principal designate during principal's absence.
35. Study Skills Program for Div. II students. Organize and supervise after-school study hall. Study Buddy Program.
36. Network with school board consultants concerning special needs students/programs.
37. Network with social service agencies on behalf of students/families.
38. Attend Parent-Teacher-Student conferences as required.
39. Deal with <u>any</u> matters directed to me through administrator, teaching staff, school personnel.

40. Educational Assessments.
41. Group counselling for students who have chemical dependency in their family.
42. Group counselling for students who's parents are divorced.
43. Group counselling in social skills.
44. Group counselling in self esteem.
45. Individual counselling.
46. Assessment & programming for special needs students.
47. Parenting courses outside of school hours.
48. Designed & implemented a parent conference.
49. Referrals to other agencies.
50. Co-counselling in family intervention
51. Sit on the St. Paul & District Child Abuse Prevention Society.
52. Chair a mental health funded program called "Networks" which aims at identifying and intervening with high risk youth.
53. Sit on the school discipline committee.
54. Sit on the board of the local Boy's and Girl's Club.
55. Consultation with teachers.
56. Classroom delivery of modules such as friendship/social skills/death/abuse prevention.
57. Sit on an interagency for high risk youth and a local general interagency committee.
58. Member of the local learning disabilities association.
59. Supply information to parents/teachers/administrators.
60. Help with school based P.D. committee and district P.D. committee.
61. Counselling students for behavioral concerns.
62. Consultant to teachers, students and parents for academic programming.
63. Student counselling.
64. Pro-Social skill activities (i.e. classroom presentations).
65. Testing.
66. Crisis counselling to children and parents.
67. Assist parents in helping their children with coping strategies i.e. temper, lying, non-compliance.

68. Helping teachers with ways to respond differently to challenging students.
69. Assisting children with time management skills.
70. Helping kids and parents with transition to Junior High and then on to choosing high schools and course selection.
71. Some work in staff development re: inservice on new integration policy.
72. Provide sessions on topics such as child sexual abuse, and child development types of issues or concerns to staff, parents.
73. Much of my time is devoted to conflict resolution between students and students, students - teachers, students - parents.
74. I assist victims of sexual assault in preparing for court.
75. I sometimes (rarely) cover classes for emerging pull out for teachers.
76. I do some supervision of students before school, lunch.
77. I assist in a consultative role to administration.
78. I consult with teachers regularly on individual needs of children.
79. I deliver individual class sessions on pro-social types of subjects.
80. I provide some counselling to some staff as requested by them.
81. I am part of the critical response team for the district where we go to different schools in times of crisis e.g. death of a student.
82. Attend monthly counsellor meetings.
83. Attend extra-curricular activities such as sporting events by school teams.
84. Attend parent teacher student conference days and evenings.
85. Provide information on outside counselling services.
86. Work with public health, social services, police.
87. Some case conferencing with fellow counsellors.
88. Make referrals to district support people (psychologist, reading consultants).
89. Provide assistance to new counsellors (SUPE program last

year).

90. Assist students who are suicidal.
91. Assist students whose parents are separated or divorced.
92. Assist students to cope with loss of a parent, animal or through divorce.
93. Assist students to open up to being either sexually abused or mentally abused as well as physically abused.
94. Assist students to be assertive and say no to negative peer pressure.
95. Assist students develop communication skills.
96. Individual counselling (behavior, educational, personal, home, CHHS).
97. Psychoeducational assessments (I.Q., achievement, personality, etc.)
98. Group counselling (peer issues).
99. Consultation - staff - parents educational issues/learning problems.
100. Career counselling, individual/group.
101. Special education consultations (program planning).
102. Referrals to specialists/community agencies.
103. Assist students who are having academic problems.
104. Assist students who are having personal problems.
105. Assist students who are having social problems.
106. Work with students who have behavioral problems.
107. Work with crisis intervention.
108. Work with special needs students.
109. Sounding board/listener - parents with family problem
110. Counsel students with behavioral, emotional and academic problems.
111. Test students for placement (Spec. Ed.).
112. Planning and booking speakers on health and guidance topics.
113. Providing resources to teachers on Theme V - Human Sexuality and other areas of need - Autism, Attention Deficit, etc.
114. Interpret aptitude/achievement tests for placement purposes.
115. Coach students with academic problems.

116. Play therapy.
117. Anger management.
118. Addiction counselling.
119. Group counselling - friendship

Appendix D

Revised Elementary School Counsellor Task List

1. Individual counselling - personal problems
2. Individual counselling - peer relations
3. Individual counselling - divorce
4. Individual counselling - bereavement
5. Individual counselling - teacher conflicts
6. Small group counselling - peer relations
7. Small group counselling - prosocial skills
8. Small group counselling - coping strategies re: divorce
9. Small group counselling - death
10. Classroom counselling - prosocial skills
11. Classroom counselling - health curriculum
12. Classroom counselling - personal safety
13. Classroom counselling - Lion's Quest Program
14. Parent sessions - parenting strategies
15. Assist teachers/parents with placement options for Junior High
16. Resource person for teachers re: self-esteem programs; prosocial skills programs
17. Behavior management techniques re: class
18. Behavior management techniques re: individual students
19. Peer support training sessions
20. Conflict management training sessions
21. Career education day
22. Staff counselling re: personal problems
23. Affective education counselling
24. Case conference (to discuss results of psych. or reading assessments)
25. Parenting classes (arrange for speakers, etc.)
26. Individual testing - Perception
27. Individual testing - Intelligence
28. Individual testing - Diagnostic
29. Meet with individual parents re: behavior problems
30. Meet with individual parents re: personal problems
31. Refer students and families for individual counselling

32. Care Kit and Personal Safety programs
33. Arrange for human sexuality programs
34. Organize student conflict management teams
35. Deal with out of control students
36. Liaison between hospital and school
37. Referral agent for special testing (e.g., psych. and reading)
38. Coordination of District-wide testing - CTBS, CCAT
39. Classroom observation (of students)
40. Family counselling
41. Testing of Special Needs students
42. Coordinate positive behaviour plan
43. Seventh Step program
44. Junior Achievement program
45. John Howard program
46. Canada Day flag ceremony
47. Coordinate and supervise school patrols
48. Coordinate phone monitors
49. Coordinate self-help group meetings for parents (Arranging guest speakers)
50. Principal designate during principal's absence
51. Study Skills program
52. Organize and supervise after-school study hall
53. Study Buddy program.
54. Network with school board consultants
55. Network with social service
56. Attend Parent-Teacher-Student conferences as required
57. Educational Assessments
58. Group counselling re: chemical dependency in family
59. Group counselling re: self esteem
60. Programming for special needs students
61. Design & implement parent conference
62. Sit on District Child Abuse Prevention Society
63. Co-counselling in family intervention
64. Chair mental health funded program
65. Sit on school discipline committee
66. Sit on board of local Boy's and Girl's Club
67. Classroom delivery of modules such as friendship/social skills/death/abuse prevention.

68. Sit on interagency for high risk youth
69. Sit on local interagency committee.
70. Member of local learning disabilities association
71. Supply information to parents/teachers/administrators
72. Help with Professional Development committees
73. Crisis counselling
74. Assisting children re: time management skills.
75. Helping students and parents with transition to Junior High
76. Staff development re: inservice on new integration policy
77. Provide sessions on topics such as child sexual abuse and child development
78. Assist victims of sexual assault in preparing for court
79. Cover classes
80. Supervision of students
81. Consultative role to administration
82. Critical response team
83. Attend monthly counsellor meetings
84. Attend extra-curricular activities
85. Work with public health
86. Work with social services
87. Work with police
88. Case conferencing with fellow counsellors
89. Provide assistance to new counsellors
90. Assist students who are suicidal
91. Assist students to open up about abuse - physical, mental, sexual
92. Assist students to be assertive
93. Assist students develop communication skills
94. Planning and booking speakers on health and guidance topics
95. Career counselling
96. Psychoeducational assessments - personality
97. Interpret aptitude/achievement tests for placement purposes
98. Coach students with academic problems
99. Play therapy
100. Anger management

101. Addiction counselling
102. Group counselling - friendship

Appendix E

Final Elementary School Counsellor Task List

1. Individual counselling - personal problems
2. Individual counselling - peer relations
3. Individual counselling - divorce
4. Individual counselling - bereavement
5. Individual counselling - teacher conflicts
6. Small group counselling - peer relations
7. Small group counselling - coping strategies re: divorce
8. Small group counselling - death
9. Classroom counselling - prosocial skills
10. Classroom counselling - health curriculum
11. Classroom counselling - personal safety programs
12. Parent sessions - parenting strategies
13. Assist teachers/parents with placement options for Junior High
14. Resource person for teachers re: self-esteem programs; prosocial skills programs
15. Behavior management techniques re: class
16. Behavior management techniques re: individual students
17. Peer support training sessions
18. Conflict management training sessions
19. Career education day
20. Staff/parent counselling re: personal problems
21. Affective education counselling
22. Case conference
23. Individual testing - Perception
24. Individual testing - Intelligence
25. Individual testing - Diagnostic
26. Meet with individual parents re: behavior problems
27. Refer students and families for individual counselling
28. Arrange for human sexuality programs
29. Organize student conflict management teams
30. Deal with out of control students
31. Liaison between hospital and school
32. Referral agent for special testing

33. Coordination of District-wide testing
34. Classroom observation (of students)
35. Family counselling
36. Testing of Special Needs students
37. Coordinate positive behaviour plan
38. Seventh Step program
39. Junior Achievement program
40. John Howard program
41. Coordinate meetings for parents (Arranging guest speakers)
42. Study Skills program
43. Study Buddy program.
44. Network with school board consultants
45. Network with social services
46. Attend Parent-Teacher-Student conferences
47. Group counselling re: chemical dependency in family
48. Group counselling re: self esteem
49. Programming for special needs students
50. Co-counselling in family intervention
51. Sit on District Child Abuse Prevention Society
52. Chair mental health funded programs
53. Sit on school discipline committee
54. Sit on board of local Boy's and Girl's Club
55. Classroom delivery of modules such as friendship/social skills/death/abuse prevention.
56. Sit on local interagency committee.
57. Member of local learning disabilities association
58. Help with Professional Development committees
59. Crisis counselling
60. Assisting children re: time management skills.
61. Helping students and parents with transition to Junior High
62. Staff development
63. Assist victims of sexual assault in preparing for court
64. Consultative role to administration
65. Critical response team
66. Attend monthly counsellor meetings
67. Work with public health
68. Work with police

69. Provide assistance to new counsellors
70. Assist students who are suicidal
71. Assist students to open up about abuse
72. Assist students to be assertive
73. Assist students develop communication skills
74. Planning and booking speakers on health and guidance topics
75. Career counselling
76. Psychoeducational assessments - personality
77. Coach students with academic problems
78. Play therapy
79. Anger management
80. Addiction counselling

Appendix F

Groupings Sheet for Elementary Counsellor Theme Sort

Group

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Use extra sheets for more themes (if necessary).

Appendix G

Cluster Solution For 3 Concept Map

Task List Item Numbers, Task List Names and Bridging Values

Cluster 1

1. Individual counselling - personal problems (0.14)
2. Individual counselling - peer relations(0.14)
3. Individual counselling - divorce (0.14)
4. Individual counselling - bereavement (0.14)
5. Individual counselling - teacher conflicts (0.21)
80. Addiction counselling (0.22)
59. Crisis counselling (0.34)
70. Assist students who are suicidal (0.24)
78. Play therapy (0.22)
16. Behavior management techniques re: individual students (0.41)
30. Deal with out of control students (0.34)
21. Affective education counselling (0.46)
20. Staff/parent counselling re: personal problems (0.60)
60. Assisting children re: time management skills (0.41)
72. Assist students to be assertive (0.34)
73. Assist students to develop communication skills (0.37)
63. Assist victims of sexual assault in preparing for court (0.38)
79. Anger Management (0.31)
71. Assist students to open up about abuse (0.25)
6. Small group counselling - peer relations (0.29)
7. Small group counselling - coping strategies re: divorce (0.31)
8. Small group counselling - death (0.30)
47. Group counselling re: chemical dependency in family (0.36)
48. Group counselling re: self-esteem (0.33)
26. Meet with individual parents re: behavior problems (0.72)
35. Family counselling (0.59)
77. Coach students with academic problems (0.69)

Cluster Average Bridging Value = 0.34

Cluster 2

9. Classroom counselling - prosocial skills (0.50)
55. Delivery of classroom modules such as friendship/social skills/death/abuse prevention (0.49)
10. Classroom counselling - health curriculum (0.62)
11. Classroom counselling - personal safety programs (0.54)
50. Co-counselling in family interventions (1.00)

27. Refer students and families for individual counselling (0.81)
38. Seventh step program (0.52)
28. Arrange for human sexuality programs (0.48)
74. Planning and booking speakers on health and guidance topics (0.53)
39. Junior Achievement program (0.57)
40. John Howard program (0.50)
31. Liaison between hospital and school (0.16)
67. Work with Public Health (0.16)
45. Network with Social Services (0.16)
68. Work with police (0.17)
44. Network with school board consultants (0.29)
52. Chair mental health funded programs (0.25)
51. Sit on District Child Abuse Prevention Society (0.14)
54. Sit on board of local Boy's and Girl's Club (0.12)
57. Member of local Learning Disabilities Association (0.13)
56. Sit on local interagency committee (0.11)

Cluster Average Bridging Value = 0.39

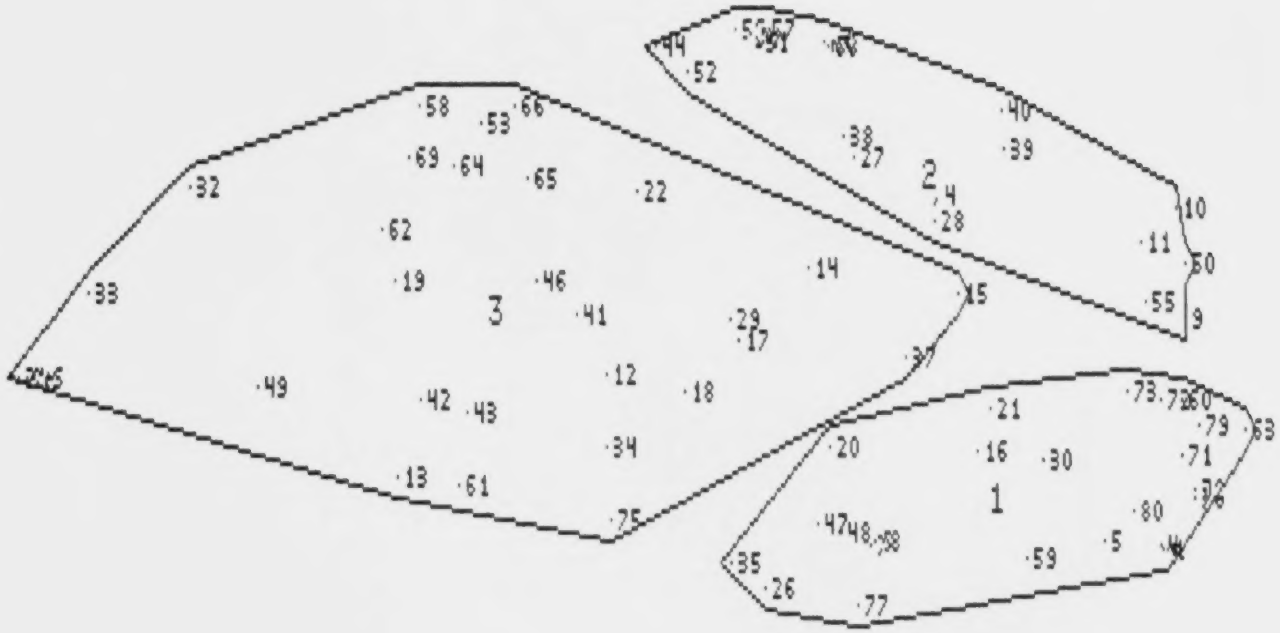
Cluster 3

12. Parent sessions - parenting strategies (0.50)
18. Conflict management training sessions (0.52)
14. Resource person for teachers re: self-esteem programs; prosocial skills programs (0.59)
17. Peer support training sessions (0.48)
29. Organize student conflict management teams (0.49)
15. Behavior management techniques re: class (0.54)
37. Coordinate positive behavior plan (0.58)
13. Assist teachers/parents with placement options for Junior High (0.63)
61. Help students and parents with transition to Junior High (0.61)
34. Classroom observation (of students) (0.79)
75. Career counselling (0.79)
42. Study Skills programs (0.92)
43. Study Buddy programs (0.76)
49. Programming for Special Needs students (0.81)
19. Career education day (0.72)
62. Staff development (0.59)
41. Coordinate meetings for parents (0.60)
46. Attend Parent-Teacher-Student conferences (0.64)
32. Referral agent for special testing (0.84)
33. Coordination of District-wide testing (0.34)
22. Case conference (0.60)
65. Critical response team (0.66)
53. Sit on school discipline committee (0.45)
66. Attend monthly counsellor meetings (0.39)

58. Help with professional development committees (0.48)
64. Consultative role to administration (0.45)
69. Provide assistance to new counsellors (0.52)
23. Individual testing - Perception (0.01)
24. Individual testing - Intelligence (0.01)
76. Psychoeducational assessments - personality (0.02)
36. Testing of Special Needs students (0.04)
25. Intelligence testing - Diagnostic (0.00)

Cluster Average Bridging Value = 0.51

3 Concept Map



Appendix H

Cluster Solution For 16 Concept Map

Task List Item Numbers, Task List Names and Bridging Values

Cluster 1

1. Individual counselling - personal problems (0.14)
2. Individual counselling - peer relations (0.14)
3. Individual counselling - divorce (0.14)
4. Individual counselling - bereavement (0.14)
5. Individual counselling - teacher conflicts (0.21)
80. Addiction counselling (0.22)
59. Crisis counselling (0.34)
70. Assist students who are suicidal (0.24)
78. Play therapy (0.22)

Cluster Average Bridging Value = 0.20

Cluster 2

16. Behavior management techniques re: individual students (0.41)
30. Deal with out of control students (0.34)
21. Affective education counselling (0.46)
20. Staff/parent counselling re: personal problems (0.60)

Cluster Average Bridging Value = 0.45

Cluster 3

60. Assisting children re: time management skills (0.41)
72. Assist students to be assertive (0.34)
73. Assist students to develop communication skills (0.37)
63. Assist victims of sexual assault in preparing for court (0.38)
79. Anger Management (0.31)
71. Assist students to open up about abuse (0.25)

Cluster Average Bridging Value = 0.34

Cluster 4

6. Small group counselling - peer relations (0.29)
7. Small group counselling - coping strategies re: divorce (0.31)
8. Small group counselling - death (0.30)

47. Group counselling re: chemical dependency in family (0.36)
48. Group counselling re: self-esteem (0.33)
26. Meet with individual parents re: behavior problems (0.72)
35. Family counselling (0.59)
77. Coach students with academic problems (0.69)

Cluster Average Bridging Value = 0.45

Cluster 5

9. Classroom counselling - prosocial skills (0.50)
55. Delivery of classroom modules such as friendship/social skills/death/abuse prevention (0.49)
10. Classroom counselling - health curriculum (0.62)
11. Classroom counselling - personal safety programs (0.54)
50. Co-counselling in family interventions (1.00)

Cluster Average Bridging Value = 0.63

Cluster 6

27. Refer students and families for individual counselling (0.81)
38. Seventh step program (0.52)
28. Arrange for human sexuality programs (0.48)
74. Planning and booking speakers on health and guidance topics (0.53)
39. Junior Achievement program (0.57)
40. John Howard program (0.50)

Cluster Average Bridging Value = 0.57

Cluster 7

31. Liaison between hospital and school (0.16)
67. Work with Public Health (0.16)
45. Network with Social Services (0.16)
68. Work with police (0.17)

Cluster Average Bridging Value = 0.16

Cluster 8

44. Network with school board consultants (0.29)
52. Chair mental health funded programs (0.25)
51. Sit on District Child Abuse Prevention Society (0.14)
54. Sit on board of local Boy's and Girl's Club (0.12)

57. Member of local Learning Disabilities Association (0.13)
56. Sit on local interagency committee (0.11)

Cluster Average Bridging Value = 0.17

Cluster 9

12. Parent sessions - parenting strategies (0.50)
18. Conflict management training sessions (0.52)

Cluster Average Bridging Value = 0.51

Cluster 10

14. Resource person for teachers re: self-esteem programs; prosocial skills programs (0.59)
17. Peer support training sessions (0.48)
29. Organize student conflict management teams (0.49)
15. Behavior management techniques re: class (0.54)
37. Coordinate positive behavior plan (0.58)

Cluster Average Bridging Value = 0.54

Cluster 11

13. Assist teachers/parents with placement options for Junior High (0.63)
61. Help students and parents with transition to Junior High (0.61)
34. Classroom observation (of students) (0.79)
75. Career counselling (0.79)

Cluster Average Bridging Value = 0.70

Cluster 12

42. Study Skills programs (0.92)
43. Study Buddy programs (0.76)
49. Programming for Special Needs students (0.81)

Cluster Average Bridging Value = 0.83

Cluster 13

19. Career education day (0.72)
62. Staff development (0.59)
41. Coordinate meetings for parents (0.60)
46. Attend Parent-Teacher-Student conferences (0.64)

Cluster Average Bridging Value = 0.64

Cluster 14

32. Referral agent for special testing (0.84)
33. Coordination of District-wide testing (0.34)

Cluster Average Bridging Value = 0.59

Cluster 15

22. Case conference (0.60)
65. Critical response team (0.66)
53. Sit on school discipline committee (0.45)
66. Attend monthly counsellor meetings (0.39)
58. Help with professional development committees (0.48)
64. Consultative role to administration (0.45)
69. Provide assistance to new counsellors (0.52)

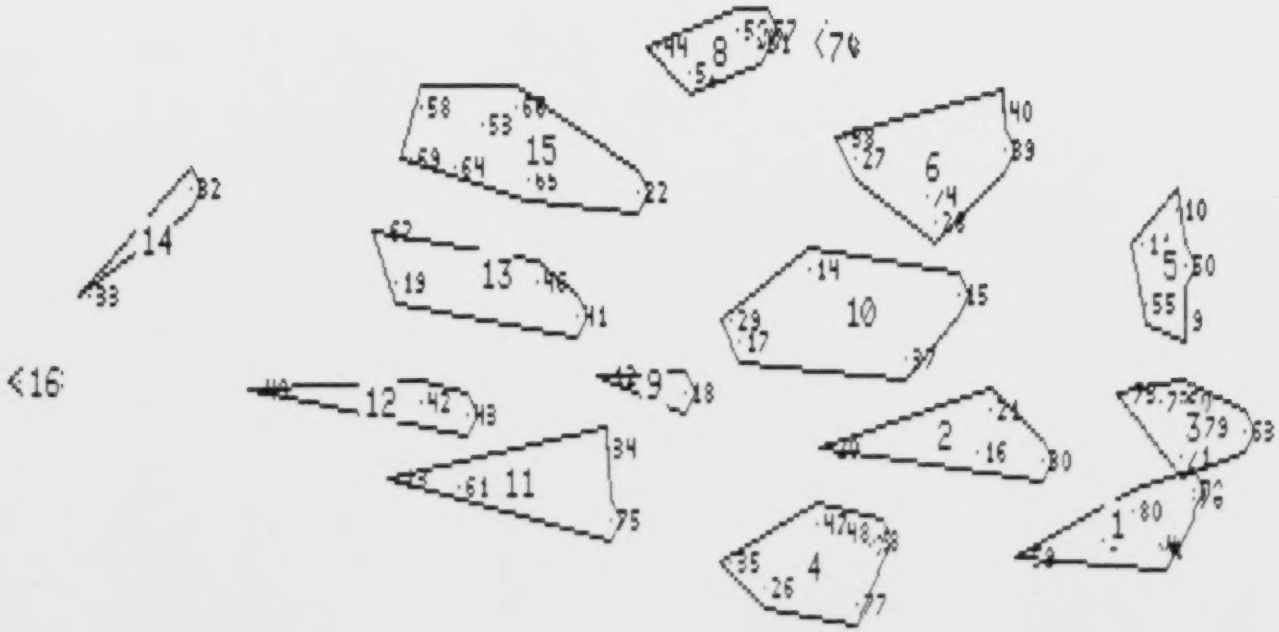
Cluster Average Bridging Value = 0.51

Cluster 16

23. Individual testing - Perception (0.01)
24. Individual testing - Intelligence (0.01)
76. Psychoeducational assessments - personality (0.02)
36. Testing of Special Needs students (0.04)
25. Intelligence testing - Diagnostic (0.00)

Cluster Average Bridging Value = 0.02

16 Concept Map



Appendix I

Cluster Solution For 10 Concept Map

Task List Item Numbers, Task List Names and Bridging Values

Cluster 1 (Individual Counselling/Crisis)

1. Individual counselling - personal problems (0.14)
2. Individual counselling - peer relations (0.14)
3. Individual counselling - divorce (0.14)
4. Individual counselling - bereavement (0.14)
5. Individual counselling - teacher conflicts (0.21)
80. Addiction counselling (0.22)
59. Crisis counselling (0.34)
70. Assist students who are suicidal (0.24)
78. Play therapy (0.22)

Cluster Average Bridging Value = 0.20

Cluster 2 (Individual Counselling/Assisting in Skill Development)

16. Behavior management techniques re: individual students (0.41)
30. Deal with out of control students (0.34)
21. Affective education counselling (0.46)
20. Staff/parent counselling re: personal problems (0.60)
60. Assisting children re: time management skills (0.41)
72. Assist students to be assertive (0.34)
73. Assist students to develop communication skills (0.37)
63. Assist victims of sexual assault in preparing for court (0.38)
79. Anger Management (0.31)
71. Assist students to open up about abuse (0.25)

Cluster Average Bridging Value = 0.39

Cluster 3 (Group Counselling)

6. Small group counselling - peer relations (0.29)
7. Small group counselling - coping strategies re: divorce (0.31)
8. Small group counselling - death (0.30)
47. Group counselling re: chemical dependency in family (0.36)
48. Group counselling re: self-esteem (0.33)

26. Meet with individual parents re: behavior problems (0.72)
35. Family counselling (0.59)
77. Coach students with academic problems (0.69)

Cluster Average Bridging Value = 0.45

Cluster 4 (Classroom Related Activities)

9. Classroom counselling - prosocial skills (0.50)
55. Delivery of classroom modules such as friendship/social skills/death/abuse prevention (0.49)
10. Classroom counselling - health curriculum (0.62)
11. Classroom counselling - personal safety programs (0.54)
50. Co-counselling in family interventions (1.00)

Cluster Average Bridging Value = 0.63

Cluster 5 (Contact With Outside Programs)

27. Refer students and families for individual counselling (0.81)
38. Seventh step program (0.52)
28. Arrange for human sexuality programs (0.48)
74. Planning and booking speakers on health and guidance topics (0.53)
39. Junior Achievement program (0.57)
40. John Howard program (0.50)

Cluster Average Bridging Value = 0.57

Cluster 6 (Contact With Outside Agencies)

31. Liaison between hospital and school (0.16)
67. Work with Public Health (0.16)
45. Network with Social Services (0.16)
68. Work with police (0.17)
44. Network with school board consultants (0.29)
52. Chair mental health funded programs (0.25)
51. Sit on District Child Abuse Prevention Society (0.14)
54. Sit on board of local Boy's and Girl's Club (0.12)
57. Member of local Learning Disabilities Association (0.13)
56. Sit on local interagency committee (0.11)

Cluster Average Bridging Value = 0.17

Cluster 7 (Group Training)

12. Parent sessions - parenting strategies (0.50)
18. Conflict management training sessions (0.52)
14. Resource person for teachers re: self-esteem programs; prosocial skills programs (0.59)
17. Peer support training sessions (0.48)
29. Organize student conflict management teams (0.49)

15. Behavior management techniques re: class (0.54)
37. Coordinate positive behavior plan (0.58)

Cluster Average Bridging Value = 0.53

Cluster 8 (In-School Education Programs)

13. Assist teachers/parents with placement options for Junior High (0.63)
61. Help students and parents with transition to Junior High (0.61)
34. Classroom observation (of students) (0.79)
75. Career counselling (0.79)
42. Study Skills programs (0.92)
43. Study Buddy programs (0.76)
49. Programming for Special Needs students (0.81)

Cluster Average Bridging Value = 0.76

Cluster 9 (School Committees/Work Within Organization)

19. Career education day (0.72)
62. Staff development (0.59)
41. Coordinate meetings for parents (0.60)
46. Attend Parent-Teacher-Student conferences (0.64)
32. Referral agent for special testing (0.84)
33. Coordination of District-wide testing (0.34)
22. Case conference (0.60)
65. Critical response team (0.66)
53. Sit on school discipline committee (0.45)
66. Attend monthly counsellor meetings (0.39)
58. Help with professional development committees (0.48)
64. Consultative role to administration (0.45)
69. Provide assistance to new counsellors (0.52)

Cluster Average Bridging Value = 0.56

Cluster 10 (Testing)

23. Individual testing - Perception (0.01)
24. Individual testing - Intelligence (0.01)
76. Psychoeducational assessments - personality (0.02)
36. Testing of Special Needs students (0.04)
25. Intelligence testing - Diagnostic (0.00)

Cluster Average Bridging Value = 0.02